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ABSTRACT

A report on the final phase of a self-study and planning process undertaken by Appalachian State University, North Carolina, is presented. Initiated in 1979, the effort has involved: an examination of the university's internal and external environment, the potential impact of projected societal trends and value shifts, formulation of objectives to meet identified needs, and systematic evaluation of each objective. The phase in which proposed objectives were evaluated (1980 calendar year) involved: testing the compatibility of objectives, evaluating the significance of objectives, inventing strategies for achieving objectives, assessing the impact of proposed objectives on institutional sectors, and evaluating the feasibility of proposed objectives. This report documents the review process that the steering committee followed in the final stage and provides the final recommendations of the committee. The committee reviewed 83 objectives, assigned priorities, and projected a timeframe for implementation and achievement. Fifty-three objectives were endorsed. The objectives are listed, along with priority classification, suggested strategies and results, the committee's rationale, and timeframe for the future. Topical areas are as follows: the purpose of the university, organization and administration, educational program, financial resources, faculty, library, student development services, physical resources, special activities, graduate program, and research. (SW)

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Volume III

Planning for the Eighties

a 13-stage nontraditional self-study for The Southern Association of Colleges and Schools

Synthesis—STAGE 13

HE015765

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Appalachian State

PLANNING FOR THE EIGHTIES

A Nontraditional Self-Study

for

The Southern Association of Colleges and Schools

Volume III: Stage Thirteen

Appalachian State University

Boone, North Carolina

1981

ACKNOWLEDGMENTS

Nine pages were required in Volume I simply to list the names of the approximately 375 persons who served on the 59 committees that participated in this self-study effort. Many more pages would be required to give adequate recognition to their contributions. The director is especially grateful to the many persons who agreed to serve on more than one committee and/or to accept the responsibility of chairing a group.

The members of the Committee for Institutional Studies and Planning, who accepted three-year assignments in order to guarantee continuity while acting as the Steering Committee, are deserving of special recognition. From the inception of the self-study, which they helped to design, they met regularly every two weeks and even met on a weekly basis during the 1981 spring semester in order to complete the project on schedule. The director is especially indebted to the former chairperson of the committee, Charles Porterfield, and its present chairperson, Alan Hauser, for their splendid support.

Robert Reiman's selfless contributions to every phase of the process require particular acknowledgment. With great sensitivity he shared his experience as a planner with a novice director, never offering advice unless asked but always ready to provide support. In addition to his valuable counsel, his services included everything from providing the refreshments that kept the Steering Committee going during long meetings to acting as chief facilitator in the printing of the self-study document. His boundless enthusiasm for the project and his confidence sustained the director throughout the process.

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The two persons most closely associated with the production of the self-study document, Deb Jones and Kathleen Cascini, have been a joy to work with and deserve much of the credit for the quality of the final product. Deb Jones, a graduate assistant assigned to the Office of Long-Range Planning, produced many of the charts and graphs, as well as the copy of the campus map contained in the Stage Two Physical Resources report. She also assisted with various research tasks and participated in the more mundane but vital chore of punching and binding the completed document. Kathleen Cascini, the secretary for the Office of Long-Range Planning, continually amazed the director with the speed and accuracy of her typing. She was also responsible for the drawing of many of the organizational charts, as well as for production of the numerous statistical tables. Moreover, she took charge of the complicated task of organizing, collating, punching, and binding the three self-study volumes, doing most of the labor herself.

Finally, it must be acknowledged that a self-study project of this magnitude could not have been accomplished without the support and necessary resources provided by the Chancellor, the Vice Chancellors, and other members of the administration of Appalachian State University.

Judith Pulley
Director

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INTRODUCTION

Stage Thirteen represents the final phase of the self-study and planning process launched by Appalachian State University in January, 1979. Following a thirteen-stage model (Figure 1), the self-study began by examining in Stages One and Two the university's internal environment. Then, in Stage Three/Four, it shifted its attention to the external environment and, in Stage Five/Six, considered the potential impact of projected societal trends and value shifts upon the university's internal environment. The objectives formulated in Stage Seven represented the university's effort to respond to the needs, the opportunities, and the problems which this analysis suggested. Volume I provides the documentation of the process whereby the self-study arrived at this point by the spring of 1980.

Before recommending the adoption of the objectives proposed in Stage Seven, the self-study model called for a systematic evaluation of each of them. This evaluative process was carried out in Stages Eight through Twelve and is documented in Volume II.

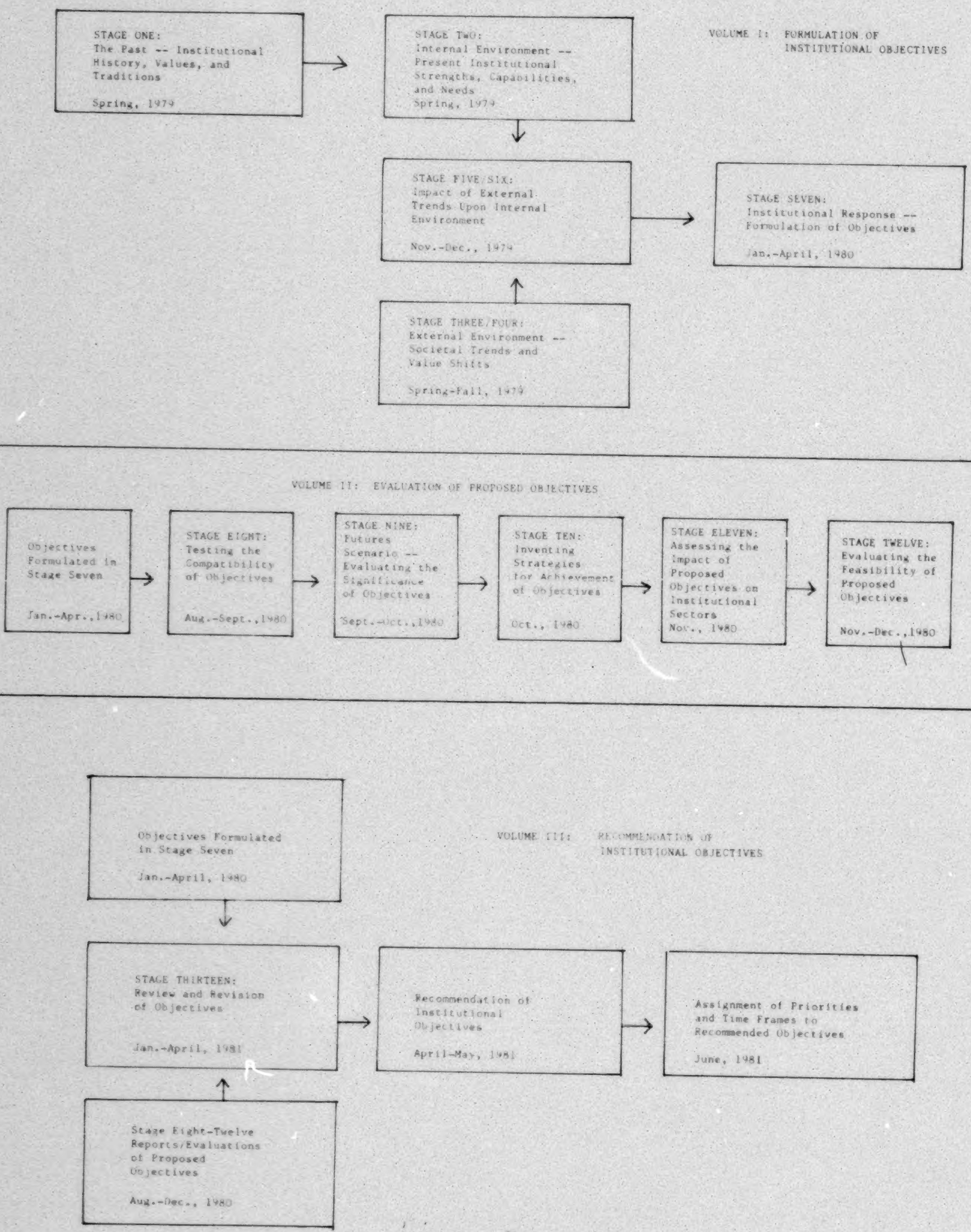
Finally, in Stage Thirteen, the self-study returned for a final review to its point of origin, the Steering Committee. This committee was closely involved with the self-study from the very beginning when, as the Committee for Institutional Studies and Planning, it recommended the adoption of a planning model and designed the complex committee structure necessary to carry out the project.

In its role as a Steering Committee, it reviewed the reports submitted by the committees working in each stage of the self-study and took an active role in several stages. In Stage Seven, members of the Steering Committee served as chairpersons of the working groups charged with the responsibility of formulating objectives for the eleven institutional sectors. The committee also completed Stage Eight, Testing the Compatibility of Objectives, thereby increasing the members' familiarity with the objectives. And, finally, in Stage Thirteen the committee considered the evaluations of the objectives produced in Stages Nine through Twelve and arrived at its final recommendations.

Volume III documents the review process which the Steering Committee followed in Stage Thirteen and provides the final recommendations of the committee, as well as a summary of the entire self-study and planning process.

Figure 1

THE SELF-STUDY AND PLANNING PROCESS


STAGE ONE:
The Past -- Institutional History, Values, and Traditions
Spring, 1979
STAGE TWO:
Internal Environment -- Present Institutional Strengths, Capabilities, and Needs
Spring, 1979
VOLUME I: FORMULATION OF INSTITUTIONAL OBJECTIVES
STAGE FIVE/SIX:
Impact of External Trends Upon Internal Environment
Nov.-Dec., 1979
STAGE SEVEN:
Institutional Response -- Formulation of Objectives
Jan.-April, 1980
STAGE THREE/FOUR:
External Environment -- Societal Trends and Value Shifts
Spring-Fall, 1979
VOLUME II: EVALUATION OF PROPOSED OBJECTIVES
Objectives Formulated in Stage Seven
Jan.-Apr.,1980
STAGE EIGHT:
Testing the Compatibility of Objectives
Aug.-Sept.,1980
STAGE NINE:
Futures Scenario -- Evaluating the Significance of Objectives
Sept.-Oct.,1980
STAGE TEN:
Inventing Strategies for Achievement of Objectives
Oct., 1980
STAGE ELEVEN:
Assessing the Impact of Proposed Objectives on Institutional Sectors
Nov., 1980
STAGE TWELVE:
Evaluating the Feasibility of Proposed Objectives
Nov.-Dec.,1980
Objectives Formulated in Stage Seven
Jan.-April, 1980
VOLUME III: RECOMMENDATION OF INSTITUTIONAL OBJECTIVES
STAGE THIRTEEN:
Review and Revision of Objectives
Jan.-April, 1981
Recommendation of Institutional Objectives
April-May, 1981
Assignment of Priorities and Time Frames to Recommended Objectives
June, 1981
Stage Eight-Twelve Reports/Evaluations of Proposed Objectives
Aug.-Dec., 1980

CHAPTER ONE

THE REVIEW PROCESS

Neither the self-study model nor the "Futures Creating Paradigm" upon which it was based had included any specific guidelines for the review process to be implemented in Stage Thirteen. Thus it was up to the Steering Committee to decide how it would utilize the evaluations provided in Stages Eight through Twelve in its final review of the objectives.

The committee had realized from the beginning that the objectives formulated in Stage Seven would have to undergo a final review and that considerable revision of some objectives might be necessary. The Stage Seven working groups had been specifically instructed to think freely and creatively and to consider what steps ASU ought to take to address the needs and problems suggested by the previous stages, as well as to avail itself of the opportunities projected for the decade of the eighties. The working groups were urged not to concern themselves with questions of compatibility or feasibility, since such concerns would inhibit their creativity and would be addressed systematically in later stages of the self-study. Given these instructions, as well as the state of the economy and the prospect of greatly reduced government spending as a result of the inauguration of a new administration in Washington, it was obvious that those objectives which would require substantial amounts of funding would have to be given careful scrutiny in Stage Thirteen.

The Steering Committee had a massive amount of materials to consider as it began the review process -- 83 objectives, along with the reports from five stages for each objective. The committee members agreed to study these materials during the 1980-81 semester break. Then, at its first meeting of the 1981 spring semester, the committee developed the process it would follow for the remainder of the semester in order to complete Stage Thirteen. The committee agreed that the major tasks would be to review and, where necessary, revise the objectives, reach a consensus as to which objectives it would endorse, assign priorities to them, and finally attempt to project a time frame for implementation and achievement of the objectives.

Review and revision of the objectives proved to be a time-consuming exercise, requiring weekly meetings of the Steering Committee from January 22 to April 9, 1981. Several of the groups working in the evaluative stages had commented upon the lack of clarity in the language of some of the objectives. Others had observed that the true aim of some objectives could not be inferred from their language, but could only be determined by reading the "results" that accompanied them. Thus the Steering Committee sought to revise the language of some of the objectives to achieve greater precision and directness in the statements.

The Stage Nine and Ten reports had provided a much more detailed account of what each objective might entail and, as a result, revealed a greater degree of duplication among objectives than had been noted in Stage Eight. In order to reduce this duplication, the Steering Committee combined all or part of a number of objectives, cross-referencing each objective thereby deleted to the objective(s) to which it had been joined. This process reduced to 57 the number of objectives to be considered.

A consideration of the questions of impact and feasibility raised in Stages Eleven and Twelve led the committee to decide to omit from further consideration another two objectives. And two objectives were deleted because, since being suggested, they had been or were about to be substantially completed. Thus, 53 objectives remained at the end of this phase of the review process.

The Steering Committee next began its consideration of the strategies which it would recommend for the achievement of each objective. The invention of strategies had been the assignment of the Stage Ten groups, and so it was to these reports that the committee turned. In some cases, the Steering Committee found itself in complete agreement with the strategies suggested in the Stage Ten reports. In other cases, questions of impact upon other sectors or feasibility raised in Stages Eleven and Twelve, or reservations raised within the Steering Committee, resulted in the revision of strategies for some objectives. And in other cases, the revision or combination of objectives in Stage Thirteen necessitated comparable changes in strategies.

As a result of the Steering Committee's actions with regard to strategies, a number of good ideas generated in Stages Nine and Ten were not specifically endorsed. However, these suggestions remain available in Volume II and offer many ideas and alternative strategies which ASU administrators and other members of the university community may wish to consider in the future.

Having agreed upon the strategies it would recommend for each objective, the Steering Committee then turned to the results that would indicate achievement of the objective. Once again, owing to the revision of some objectives and strategies in Stage Thirteen, it was necessary to make some changes in the results so that they would be compatible with the revised objectives. The committee tried, but was frequently frustrated in its attempts to specify measurable results. In many cases, it settled instead for a reference to steps which might be viewed as indicators of the efforts undertaken in support of the objectives.

The revision process proved to be valuable not only as a means of clarifying and tightening the objectives, but also as a procedure whereby the Steering Committee members could once again become familiar with the objectives and with the implications that achievement of each entailed. This was a fitting prelude to the next step in the review process, the arrival at a consensus on which objectives to recommend and what priority to assign to each.

The Steering Committee considered various approaches to this phase of the review process at its April 16 meeting. It finally agreed upon a classification system which would allow members to express their opinions on the endorsement of objectives and the assignment of priorities simultaneously. This system was designed to rate the objectives on the basis of the relative urgency of achievement for the good of the institution. Each member of the committee was given a list of the 53 objectives and was asked to assign one of the following numbers to each:

1. We must begin now.

2. We need this, but action can be deferred until circumstances and resources make it possible.

3. This would be desirable in the future -- the objective should be retained.

4. We decline to endorse the objective at this time.

Committee members agreed to submit their recommendations to the director, who would then collate the results prior to the next meeting of the Steering Committee. Discussion of the results and the arrival at a consensus with respect to each objective required two additional committee meetings, the last of which took place on May 7.

With the spring semester drawing to a close, it was no longer possible for the full Steering Committee to meet, as several members had other commitments during the summer months. However, realizing that some work remained to be done in order to complete the review process, eight members of the committee offered to serve as a subcommittee during the summer. Their task would be to work with the director in formulating the final recommendations of the Steering Committee, placing the objectives in a projected time frame, and acting as second readers for the text of Volume III.

Figure 2 provides an overview of the disposition of each objective as a result of the actions of the Steering Committee in Stage Thirteen.

Figure 2

DISPOSITION OF OBJECTIVES IN STAGE THIRTEEN

Objectives	No Changes	Language Revised	Cross-Referenced to Another Obj.	Deleted	Priority Assigned
Purpose I		x			1
Purpose II		x			1
Purpose III		x			1
Org. and Adm. I			See Phys. Res. III and VIII	x	
Org. and Adm. II			See Fin. Res. I-IV	x	
Org. and Adm. III			See Fin. Res. V	x	
Org. and Adm. IV				x	4
Org. and Adm. V			See Research I	x	
Org. and Adm. VI		x			2
Ed. Program I		x			1
Ed. Program II		x			1
Ed. Program III		x			1
Ed. Program IV		x			1
Ed. Program V		x			1
Ed. Program VI	Obj. first proposed by Steering Committee in Stage Thirteen				1
Financial Res. I		x			1
Financial Res. II		x			1
Financial Res. III		x			1
Financial Res. IV		x			1
Financial Res. V		x			1
Financial Res. VI				x	
Faculty I(A)		x			1
Faculty I(B)			See Research II	x	
Faculty I(C)		x			1

Objectives	No Changes	Language Revised	Cross-Referenced to Another Obj.	Deleted	Priority Assigned
Faculty I(D)			See Faculty I(A)	x	
Faculty II(A.1)			See Ed. Program V	x	
Faculty II(A.2)	x				1
Faculty II(B.1)			See Purpose I & II; Faculty V	x	
Faculty II(B.2)				x	
Faculty II(B.3)			See Ed. Program I	x	
Faculty III(A)			See Faculty I(A)	x	
Faculty III(B)		x			3
Faculty IV(A)			See Faculty I(A)	x	
Faculty IV(B)			See Faculty I(A)	x	
Faculty V(A)		x			1
Faculty V(B)		x			1
Faculty V(C)	x				2
Faculty V(D)			See Faculty V(B)	x	
Faculty V(E)		x			1
Library I		x			1
Library II			See Library I	x	
Library III	x				1
Library IV		x			2
Library V			See Ed. Program VI	x	
Library VI		x			2
Library VII		x			1
Library VIII			See Library VI	x	
Library IX		x			2
Library X		x			3
Library XI		x			1
Library XII			See Spec. Act. I & Phys. Res. IV	x	

Objectives	No Changes	Language Revised	Cross-Referenced to Another Obj.	Deleted	Priority Assigned
Stu. Dev. Serv. I		x			1
Stu. Dev. Serv. II		x			1
Stu. Dev. Serv. III		x			2
Stu. Dev. Serv. IV			See Ed. Prog. V, SDS I, Spec. Act. V	x	
Stu. Dev. Serv. V		x			1
Stu. Dev. Serv. VI		x			1
Stu. Dev. Serv. VII		x			1
Stu. Dev. Serv. VIII			See Stu. Dev. Serv. I	x	
Stu. Dev. Serv. IX				x	
Stu. Dev. Serv. X			See SDS I and Phys. Res. IX	x	
Stu. Dev. Serv. XI				x	
Physical Res. I		x			1
Physical Res. II		x			1
Physical Res. III		x			1
Physical Res. IV		x			3
Physical Res. V			See Physical Res. I	x	
Physical Res. VI			See Physical Res. I	x	
Physical Res. VII		x			1
Physical Res. VIII		x			1
Physical Res. IX	x				3
Special Acts. I		x			1
Special Acts. II			See Special Acts. I	x	
Special Acts. III			See Special Acts V	x	
Special Acts. IV	x				2
Special Acts. V		x			2
Special Acts. VI		x			1
Special Acts. VII			See Ed. Program V	x	

Objectives	No Changes	Language Revised	Cross-Referenced to Another Obj.	Deleted	Priority Assigned
Graduate Prog. I			See Fin. Res. V & Grad. Prog. II & III	x	
Graduate Prog. II		x			1
Graduate Prog. III	x				2
Graduate Prog. IV		x			3
Research I		x			1
Research II	x				2

CHAPTER TWO

OBJECTIVES RECOMMENDED FOR ADOPTION

As a result of the deliberations in Stage Thirteen, 53 objectives were recommended for adoption. Many of them were revised as a result of the discussions of the objectives and their respective Stage Nine through Twelve reports. In some cases, the revision aimed only at clarifying the language of the objective statement. In other cases, revision was necessitated by the cross-referencing and combining of objectives. And in some instances, the revision represented a modification of the intent or scope of the objective.

The Steering Committee also examined carefully the Stage Ten reports which provided strategies for achievement of each objective, accepting some, modifying others, and in some cases offering different strategies. In many cases, it was suggested that an objective be referred to an existing committee or that an ad hoc committee be appointed. This strategy was often chosen out of a desire to encourage participation in university concerns and in the hope that a committee might devise approaches that would be more creative than the usual response to a problem, namely, a call for additional funding. Moreover, several objectives addressed problems which were too complex to be adequately resolved within the framework of the self-study committee structure, but rather required the exclusive attention of a broadly representative committee working outside of the time constraints imposed by the self-study schedule.

The strategies that accompany the 53 objectives represent suggestions as to ways in which the intent of the objectives can be fulfilled. It is realized that alternative strategies are possible and, under changing circumstances, may be more desirable, and that it may not be possible to implement all of the strategies suggested for each objective.

The results are intended as evidence of the achievement of the objectives. Some results are measurable, but most are not. As with the suggested strategies, the Steering Committee recognizes that it may not be possible in every case to achieve all of the results.

The 53 objectives which the Steering Committee voted to recommend for adoption by the university are listed on the following pages. Each objective is accompanied by an indication of its priority classification, suggested strategies and results, and a rationale explaining why the committee decided to support it.

Institutional Sector: PURPOSE

Purpose I: Provision will be made for the periodic review and revision of Appalachian State University's statement of purpose.

Priority 1

Strategy: The Committee for Institutional Studies and Planning will recommend to the Chancellor revision of the present statement and will propose a procedure for triennial (or sooner if necessary) review and revision of the statement of purpose.

Results: The university adopts the revised statement of purpose recommended by CISP and provides for its regular review and revision.

Rationale: This objective is in conformity with SACS Standard One. Furthermore, especially in an era of increased emphasis on accountability, it is important for ASU to examine its statement of purpose regularly and to make certain that it accurately represents the university.

Purpose II: All proposals for new university programs, initiatives, and commitments will be required to demonstrate their consistency with Appalachian State University's statement of purpose and official mission.

Priority 1

Strategy: The Chancellor and Administrative Cabinet will endorse this objective and make it an official university policy.

Results: Procedures are initiated to ensure that proposals for new programs or other initiatives address specifically and satisfactorily the issue of consistency with ASU's statement of purpose and official mission.

Rationale: This objective will help to ensure that ASU's statement of purpose is, in fact, an accurate representation of the university's philosophy and practice. This policy will be especially significant when planning new initiatives in an atmosphere of heightened competition for limited resources.

Purpose III: The Committee for Institutional Studies and Planning will review annually, and make recommendations concerning, the objectives adopted in Stage Thirteen of the self-study.

Priority 1

Strategy: Achievement of this objective will be the responsibility of the Committee for Institutional Studies and Planning.

Results: CISP annually reviews, reports on, and makes recommendations concerning the objectives adopted in Stage Thirteen for as many years as necessary.

Rationale: In order to realize the full benefit of the massive effort devoted to the self-study, it is essential that the progress of the self-study objectives be monitored. Continuing review, and when necessary revision, of objectives are basic activities in long-range planning.

Institutional Sector: ORGANIZATION AND ADMINISTRATION

Organization and Administration VI: Appalachian State University will continue to develop and implement programs which will promote the continued growth and development of its faculty and staff.

Priority 2

Strategies: The university will offer more assistance to faculty and staff in the following areas:

1. Training programs to allow greater upward mobility and promote greater personal satisfaction in employment opportunities.
2. Adequate counseling personnel and facilities (through the Employee Assistance Program and the Counseling Center) to assist employees in coping with personal and/or family crises.
3. Adequate child care facilities (for children of faculty, staff, and students).
4. The Department of HPER, working with the Faculty Senate Committee on Welfare and Morale, will develop a long-range plan for programs and facilities that would enhance the physical fitness and health of faculty and staff.

Results: There are expanded programs for university employees (faculty and staff) in the areas of employment opportunities, counseling, physical fitness, and child care. If fees are charged for any of these services, participation ought to be extended to employees' spouses.

Rationale: Such programs are especially important for employee morale in a period when salaries may often fail to keep pace with inflation and when, for some, opportunities for mobility may be limited.

Institutional Sector: EDUCATIONAL PROGRAM

Educational Program 1: Appalachian State University will provide for continuous engagement, among students and faculty, in critical exploration of values and ethics as these relate to both individual and social dimensions of life.

Priority 1

Strategies:

1. The Academic Policies and Procedures Committee will recommend that departments consider the intent of this objective and make appropriate course changes.
2. An ad hoc committee will develop a format for an annual symposium.

Results:

1. The objective is made a part of the guidelines for General Education.
2. Questions of ethics and values are pursued by all students in capstone interdisciplinary courses at the junior/senior level.
3. All academic departments teach a course (or courses) or a major element of a course (or courses) centering upon a critical review of major ethical issues and practices within the principal profession(s) or discipline(s) represented by the department. Each department commits support for faculty development compatible with achieving competencies requisite to the teaching of such topics.
4. Provision is made through the CID or other means for opportunities for faculty development requisite to teaching ethics and values clarification.
5. The university supports an annual symposium related to ethics and values.

Rationale: Evidence seems to appear almost daily in the news suggesting a need for the exploration of values and ethics, especially as they relate to one's professional life and to the obligations of citizenship in the world community.

Educational Program II: Appalachian State University will focus greater attention in its educational program upon cultural diversity, particularly as this relates to the continuing viability of American society as an ongoing experiment in cultural pluralism and to intercultural communication and understanding at the international level.

Priority 1

Strategy: The Multicultural Council, formed in 1980, will be given the ongoing responsibility of fostering the aims of this objective, with special attention to the inclusion of multicultural elements in appropriate courses offered by departments from all colleges and to the encouragement of foreign language study on the part of more students.

Results: Every college within the university has instituted or revised courses to meet this objective and the percentage of students enrolled in foreign language courses has increased.

See also Special Activities V, which is concerned with international studies, contacts, travel, etc.

Rationale: In an era of growing ethnic awareness and pluralism in American society and increasing international interdependence, the aims of this objective should occupy a prominent place in ASU's educational program.

Educational Program III: Appalachian State University will place greater emphasis upon the problems and implications of human interaction with the environment, with particular attention to instruction which raises the level of sensitivity to the complex network of values issues which are at stake in all environmental policies.

Priority 1

Strategy: The Vice Chancellor for Academic Affairs and the deans of the colleges will urge appropriate departments to act on this recommendation.

Results: There are intra- and interdepartmental courses whose major goal is to educate for a socially, humanistically responsible science and technology and for scientifically and technologically sensitive humanists; broadened emphasis on quantitative skills and the technological applications and methods of these skills and their limitations; and broadened emphasis on the qualitative impact of environmental decisions.

Rationale: As concern grows about inflation, taxes, energy, and jobs, environmental issues are likely to be neglected or dismissed. But these issues ought not to be ignored by a responsible educational institution.

Educational Program IV: Appalachian State University will make a major commitment to elevate the level of communication skills and appreciation of the language arts.

Priority 1

Strategy: The Vice Chancellor for Academic Affairs will appoint an ad hoc committee to study the recommendations concerning this objective listed in the Stage Nine report (Volume II, p. 41) and issue a report and recommendations to the Vice Chancellor on how best to achieve the aims of this objective. (For further details, see Stage Ten report, Volume II, p. 127.)

Results: Every department has instituted some program(s) which promotes language skills among its majors; the recommendations of the ad hoc committee have been put into effect.

Rationale: Evidence of the decline in communication skills and appreciation of the language arts, both among ASU students and in society in general, is inescapable. A decent respect for the standards that higher education should represent obliges educational institutions to intensify their efforts to reverse this trend — at least among college graduates.

Educational Program V: Appalachian State University will closely monitor the academic needs of a changing constituency and make the adjustments or innovations necessary to meet those needs during the 1980s.

Priority 1

Strategies:

1. A number of agencies and units on campus will continue to be responsible for remaining alert to the needs of a constituency that may change significantly in the 1980s. These units include the Admissions Office, Student Affairs, Community Services, and the academic departments, which must examine their courses and curricula regularly with student needs in mind.
2. The CID will sponsor workshops to assist faculty in teaching strategies appropriate to the changing student population.
3. The Committee for Institutional Studies and Planning, in accordance with its long-range planning responsibilities, will seek information from these units and, if necessary, recommend special studies to examine and make recommendations concerning the special and changing needs of ASU's present and potential students.
4. The Chancellor will establish an ad hoc committee to review all internship programs at ASU and to recommend an organizational structure and guidelines that ensure that all present and future internship programs advance the educational goals established by the sponsoring academic departments.

Results: The appropriate offices and other agencies on campus are continually alert to changing student needs and are prepared to respond appropriately. ASU maintains its reputation as an innovative institution that is responsive to the changing needs of its constituency.

See also Special Activities I, which speaks directly to the role of Community Services in this endeavor.

Rationale: Demographic projections, as well as recent trends in college enrollments, indicate that colleges and universities are attracting an increasing number of nontraditional students. Although ASU, because of its relative remoteness from major urban areas, may not experience this trend to the same extent as other institutions, it must remain alert to changes in population trends and educational needs, especially in its traditional service region.

Educational Program VI: Academic support units, such as the library, the computer center, audio-visual services, and student services, whose resources and/or services will be required for new programs will be consulted by departmental curriculum committees prior to submitting proposed programs to the Academic Policies and Procedures Committee.

Priority 1

Strategy: The Academic Policies and Procedures Committee's program proposal form will be revised to include a place for signatures of academic support units which have been consulted.

Results: Fuller consideration will be given to the costs involved in the establishment of new programs.

Rationale: This procedure, although always sound educational practice, is especially important when resources are limited and authorization to establish new programs requires careful planning and documentation.

Institutional Sector: FINANCIAL RESOURCES

Financial Resources I: As a part of the biennial budget process, the university will strengthen its program and procedures for the reexamination of financial priorities.

Priority 1

Strategy: A written policy and procedures will be adopted by the Chancellor and the Administrative Cabinet to ensure that this objective is implemented at the vice chancellor level. Those committees having budget-related duties will be involved in the procedure by means of their routine advisory participation in the budget process.

Results: The order in which requests are presented in ASU's biennial budget is the product of a systematic and thorough process of prioritization applied by the vice chancellors to all administrative areas of the university.

Rationale: This procedure is basic to effective fiscal planning and is especially important in the present fiscal climate.

Financial Resources II: The university will rigorously pursue programs to conserve resources in an effort to offset the potential reduction in real purchasing power caused by inflation.

Priority 1

Strategies:

1. In the Chancellor's annual performance review of each vice chancellor, specific areas for conservation will be identified as goals and objectives for the coming year.
2. Each vice chancellor will create a small task force to assist in identifying conservation ideas within a particular administrative area.

Note: Examples of ways in which conservation of resources might be achieved are listed in the "results" section of the Stage Seven report on this objective (Vol. I, p. 259). Conservation of energy, an obvious area of consideration, is addressed specifically in Physical Resources III and VIII.

Results: Because of these programs, administration, staff, faculty, and students are aware of the need to conserve resources and are actively seeking ways to achieve this objective. The vice chancellors are committed to these efforts and, as a result, the university realizes real savings which help to make up for the erosion of purchasing power caused by inflation.

Rationale: This is a necessary response to the impact of inflation.

Financial Resources III: As a part of the annual budget allocation process, the university will pursue the policy of reallocating resources as the first alternative for funding new projects rather than seeking new resources.

Priority 1

Strategy: A written policy issued by the Chancellor to each vice chancellor will require specific evidence of efforts to reallocate funds before consideration of a request for new funds.

Note: An example of one way in which this policy could be applied to new academic programs is through the revision of the form required by the Academic Policies and Procedures Committee for new course proposals so as to address the issue of reallocation of funds.

Results: As a result of this policy, more careful consideration is given to the proposal of new programs and, in many instances, new programs which might not have been initiated because of the lack of new money are implemented by means of resource reallocation. Weak or unnecessary programs are reduced in size or eliminated to make possible responsible program development.

Rationale: This policy is necessary if new projects are to be initiated despite funding limitations.

Financial Resources IV: Through the Appalachian State University Foundation, Inc., the university will place increased emphasis on the principle of developing endowments for long-range returns to benefit the institution.

Priority 1

Strategies:
1. This is the current unwritten policy of the ASU Foundation Board and is being implemented through the Evergreen Program. This objective serves to emphasize the importance of developing endowments for the institution.
2. In order to provide an opportunity for greater faculty participation in this important area, the Development Office will establish a faculty advisory committee to review proposals and advise the ASU Foundation concerning the programs and activities for which it seeks support.

Results: The ASU Foundation, with the counsel of an advisory committee, identifies the long-range needs of the institution and, where appropriate, develops endowments to support them.

Rationale: This will allow ASU to enjoy stable funding for desirable programs and activities not supported by state funds.

Financial Resources V: In order to ensure an adequate and stable level of funding per capita, appropriate enrollment levels will be maintained while encouraging diversity and excellence within the student body.

Priority 1

Strategies:

1. The most obvious way to achieve this objective is by maintaining and enhancing ASU's reputation for quality instruction and service to students. Numerous objectives formulated in the self-study address these areas.
2. More specific examples of the kinds of steps that can be taken to recruit more talented students from diverse backgrounds can be found in the Stage Ten report (Vol. II, pp. 132-133).
3. The RUPAC Committee will also address this concern.

Results: ASU's enrollment remains stable or grows moderately while the student body increases in quality and diversity.

Rationale: Appropriated funding is in direct relationship to enrollment. Given national projections of a sharp decline in the number of traditional college-age students, ASU must be aware of the importance of maintaining enrollments without abandoning the goal of encouraging diversity and excellence within the student body.

Institutional Sector: FACULTY

Faculty 1(A): The university will maintain a quality faculty with varied talents and backgrounds.

Priority 1

Strategies:

1. In order to continue to recruit, retain, and reward quality faculty:
   a. Efforts to recruit minority faculty members will continue.
   b. The Chancellor and Vice Chancellor for Academic Affairs will strive to keep faculty salaries competitive and at least even with the cost of living.
   c. The Chancellor and other appropriate officials, as well as the "faculty welfare" committees of the Faculty Assembly and Faculty Senate, will be encouraged to pursue with diligence the expansion of fringe benefits and other "indirect" means of compensation to the faculty.
   d. The university will maximize the priority employment of ASU faculty for extension teaching, consultation opportunities, etc. and seek to allow faculty greater flexibility in obtaining direct compensation for outside funded research performed through the university.
   e. Existing faculty evaluation procedures will be refined so as to result in a systematic and inclusive evaluation process capable of recognizing and rewarding faculty excellence.

2. In order to encourage and assist faculty participation in ongoing faculty development activities:
   a. Funding for CID-sponsored faculty development activities will be increased.
   b. Departments will be encouraged and assisted in the sponsorship of speakers/programs (Instructional Resource Persons, University Scholars, etc.) which, while being of primary benefit to students, can also assist in faculty renewal.
   c. The university and the departments will encourage exchange programs which allow faculty to return temporarily to an off-campus work situation while being replaced by someone with practical experience in the field.
   d. The university and individual departments will make greater efforts (through the Board of Governors' Faculty Doctoral Study Assignment Awards and other means) to encourage and assist faculty members who wish to take leave to complete the doctoral degree.
   e. The university will encourage and facilitate faculty research (see Research I and II).

Results: Faculty quality is extremely difficult to measure and traditional measurements (number of doctorates, publications, etc.) are not always reliable indicators of quality. Therefore, results should be in the form of evidence that efforts, such as those strategies indicated above, have been made which go beyond comparable efforts in the 1970s.

Rationale: Faculty quality should be an ongoing concern. Faculty development and renewal will be critical during the 1980s if, as expected, faculty turnover is low and relatively few new faculty members are added.

Faculty I(C): Appalachian State University will continue to encourage and recognize professional service to the community and region on the part of faculty members.

Priority 1

Strategy: Faculty members are already encouraged to report professional public service activities when providing information for the departmental annual report. To emphasize the need for recognition and reward of these services, department chairpersons and the departmental personnel committees will be reminded of the importance which the university, as a part of its mission, attaches to professional service and their attention will be directed to the Faculty Handbook statements of minimal criteria for promotion, which list, as one factor to be considered, "professional service to the university and/or to the public."

Results: Appropriate and significant professional service to the public will be effectively and fairly evaluated and will be recognized as an important factor in the rewards system.

Rationale: It is anticipated that faculty will be called upon frequently to provide professional service to the community and region. Therefore, it is important that the definition of professional service be made clear and that it be duly recognized and rewarded if it is an important part of faculty members' responsibilities.

Faculty II(A.2): In view of the growing propensity for litigation, Appalachian State University will provide procedures and safeguards for the protection of the faculty.

Priority 1

Strategies:

1. The Faculty Senate Committee on Welfare and Morale will study areas of faculty liability not now covered and make recommendations to the Faculty Senate concerning provision for additional coverage.
2. A committee of legal staff will be established to conduct programs to counsel faculty and staff concerning areas of potential litigation.

Results: Adequate and appropriate liability coverage is provided for the faculty, as well as in-service education concerning areas of liability.

Rationale: This is a response to the "growing propensity for litigation" within higher education.

Faculty III(B): The university will develop a clear philosophy and a set of goals and procedures for the employment and equitable treatment of part-time faculty.

Priority 3

Strategy: The ad hoc committee of the Faculty Senate which is currently studying the situation of part-time faculty will be given the additional responsibility of developing a set of recommendations in line with the intent of this objective. The Faculty Senate will consider the ad hoc committee's report and make appropriate recommendations to the Vice Chancellor for Academic Affairs.

Results: The university adopts and follows a clear philosophy and set of procedures with respect to part-time faculty.

Rationale: Reduced funding for higher education may result in a large number of qualified individuals willing to accept part-time employment and will make their employment especially attractive to institutions trying to stretch faculty salary money. The concern of this objective is to be alert both to the potential for exploitation of part-time faculty and to the threat which a substantial increase in part-time faculty would pose to full-time faculty and to the institution, while at the same time recognizing the contributions which part-time faculty can make.

Faculty V(A): As an effective means of providing meaningful and substantive faculty input to the General Administration, Board of Governors, and the North Carolina State Legislature, Appalachian State University's delegates to the Faculty Assembly will strive to increase the effectiveness of that body as the voice of the faculty of the 16 constituent institutions of The University of North Carolina.

Priority 1

Strategies:

1. ASU delegates will propose the periodic surveying of the faculty of the 16 institutions to determine their degree of satisfaction with the Faculty Assembly, with survey results to be shared with the President of The University of North Carolina.
2. There will be more careful coordination of efforts between ASU delegates and ASU's senior administrators in an effort to better inform President Friday and his staff of key issues of concern to the faculty and to encourage them to seek input from the Faculty Assembly on a more regular basis.
3. The ASU delegates will heighten the awareness of the Faculty Senate and faculty in general of the need to direct resolutions and matters of concern to the Faculty Assembly on a regular basis.
4. The ASU delegation will report to the faculty regularly regarding matters before the Faculty Assembly.

Results: Evidence of greater effectiveness would include the adoption, by the General Administration, of a greater number of recommendations made by the Faculty Assembly, and a perception among ASU's faculty that the Faculty Assembly is an effective faculty voice vis-a-vis the General Administration.

Rationale: Given the uncertainties confronting higher education in the 1980s, there is heightened concern that there be an effective vehicle through which faculty views can be expressed.

Faculty V(B): Appalachian State University will encourage the further development of the Faculty Senate as an effective voice in the governance of the university.

Priority 1

Strategies:

1. The Senate Committee on Welfare and Morale will develop a training program for new senators.
2. Faculty Senators will sit on all university committees and councils.
3. Departments will provide released time for Faculty Senators.

Results: New senators are better prepared to assume their responsibilities. There is improved contact between the faculty and university committees and councils. Senators have more time to devote to their responsibilities as faculty representatives.

Rationale: This objective reflects a desire for the continued growth of the Faculty Senate.

Faculty V(C): The Faculty Senate will revise and refine the structure of university committees.

Priority 2

Strategies:
1. The Senate Committee on Committees will continue its review and possible revision of university committees and will make provision for the repetition of this process at periodic intervals.
2. The Committee on Committees will undertake a study of the structure and responsibilities of Faculty Senate committees and their relationship to university committees.

Results: University and Faculty Senate committees function efficiently and effectively because committee goals, responsibilities, and procedures are clearly articulated and understood.

Rationale: Any committee structure, no matter how effective when created, can become dysfunctional over time. This objective seeks to ensure that university committees continue to serve a useful function and remain responsive to the changing needs of the university.

Faculty V(E): Appalachian State University will establish an elected committee of the faculty to advise the Chancellor concerning retrenchment issues in the event of a potential state of financial exigency.

Priority 1

Strategy: The Faculty Senate has already recommended the establishment of a standing university committee, the Resource Utilization Policy Advisory Committee (RUPAC).

Results: RUPAC is established and is prepared to function as a retrenchment committee in a state of financial exigency.

Rationale: This is an obvious response to reports of retrenchment at other institutions and represents the desire for ASU to have an orderly procedure in place, which includes faculty representatives, in the event this institution is faced with a similar situation.

Institutional Sector: LIBRARY

Library I: The Appalachian State University administration will energetically seek a substantial increase in funding for the library collection in order to enable the library to keep pace with growing demands for its resources and to approach the number of volumes recommended by ACRL standards for institutions in its classification.

Priority 1

Strategies:

1. State funds will continue to represent the largest source of support for the library. The following approaches are suggested as means of securing increased funding:
   a. ASU and the UNC-GA will seek to have an annual inflation factor included in the budget formula for the libraries of all of the institutions in the UNC system.
   b. ASU will seek additional "catch-up" funding from new monies and/or an internal reallocation within the UNC system to bring the number of volumes per FTE at ASU (currently 47) closer to the 80 volumes per FTE recommended by the ACRL or, at least, to a level comparable to other non-doctoral institutions within the UNC system. (See Stage Two Library report, Vol. I, p. 112.)
   c. ASU will seek the establishment of a separate budget item for the film library.
2. The library administration will seek alternative means of funding to supplement traditional funding.

Results: By 1990, there are approximately 65 volumes per FTE student or the number of volumes per student at ASU is at least no lower than the ratio of any other non-doctoral institution in the UNC system. There is a separate budget item for the film library.

Library III (careful selection of volumes), Library VI (resource-sharing networks), and Library VII (studies of the collection) will also help to improve the collection.

Rationale: Inflation and the return to a modified 1974-level budget, owing to the termination of "catch-up funding," represent serious threats to the continued ability of the library collection to meet the needs of students and faculty.

Library III: The library staff, in cooperation with the Learning Resources Committee, will develop an overall collection philosophy as the basis for a more systematic allocation of library resources among competing instructional, research, and extracurricular program needs.

Priority 1

Strategies:

1. The University Librarian, library area supervisors, the library bibliographer, and the Learning Resources Committee will meet to establish procedures for securing quantitative and qualitative data on adequacy of library holdings in each subject area, on anticipated instructional and research needs in each discipline, on criteria used by other institutions for allocating library resources, and on any other subject necessary to the definition of library goals and objectives.
2. After such procedures have been implemented by the library staff, the above-named group will use the information gathered to define library collection policies in terms of overall objectives and provide a plan for periodic reevaluation of these objectives.
3. Implementation of this objective will be enhanced by the addition of a professional bibliographer to the library faculty and the development of a computerized total library system (see Library VI).

Results: The library staff, in cooperation with the LRC and academic departments, has explicitly defined library collection policies in terms of overall goals and objectives and has developed and set in motion information-gathering procedures necessary to the implementation and periodic reevaluation of these goals and objectives.

Rationale: A collection philosophy is particularly important if the library is to make effective use of its limited resources. This objective is supportive of Library I in that it provides for more effective use of available funds in building the collection.

Library IV: As a result of ongoing studies of the library (Library VII), the library administration will identify areas in which the expertise of professional staff is required and will seek to fill these positions either from existing positions, as vacancies arise, from funding for new positions, or (in the event of retrenchment) by retraining instructional faculty members. The library will also use the studies to identify clerical staff needs and will work toward achievement of the clerical-professional staff ratio recommended by the ACRL.

Priority 2

Strategies:

1. Funding for new positions will have to be sought from state sources.
2. Other strategies suggested involve an internal reallocation of resources -- filling new needs where possible as vacancies occur within the library or retraining faculty from the academic departments.

Results: There are professional librarians working in the areas of specialization for which needs were identified in studies of the library. The ratio of clerical to professional staff (currently 27 to 20) will have been raised so as to come closer to the ACRL standard of 3 to 1, thereby freeing library professionals from routine clerical duties and allowing them to devote full time to their specialties.

Rationale: This objective represents an attempt to respond to the need for additional specialists in the library, while recognizing present budget limitations.

Library VI: In order to provide better and more cost effective use of the library's resources, computer technology will be utilized in the development and implementation of a total library system consisting of Acquisitions, Cataloging, Serials, and Circulation Control. The library will also participate in on-line information retrieval networks and resource-sharing networks.

Priority 2

Strategies:

1. The library administration will create a Committee on Library Automation, composed of the Associate Librarian for Technical Services, the Associate Librarian for Public Services, other appropriate library staff members, and computer center personnel, to develop plans for the implementation of the serials, acquisitions, and circulation systems (the cataloging system is already in operation).
2. This committee will study and make recommendations for library participation in information retrieval and resource-sharing networks.

Results: The Associate Librarian for Technical Services determines that the library has an operational, well maintained, automated system for acquisitions, cataloging, serials, and circulation functions. Library patrons have rapid access to on-line information retrieval and resource-sharing networks.

Rationale: Implementation of this objective will require substantial funding, but ultimately the library will realize savings owing to greater efficiency and less reliance upon clerical staff. Participation in various networks will greatly increase the resources available to the library's patrons and facilitate faculty research efforts.

Library VII: In order to identify special needs and determine how best to use its resources, studies of the library collection, library operations, and cost efficiency will be conducted.

Priority 1

Strategy: The library administration, relying on input from library faculty and staff and the Learning Resources Committee, will determine studies to be conducted and will either conduct such studies internally or, when necessary, use the services of a consultant.

Results: The library conducts ongoing studies, calling upon the expertise of a consultant as needed.

Rationale: Efficient and effective utilization of resources is particularly important given current and anticipated budgetary constraints.

Library IX: The library will provide improved access to, and retrieval of, its microforms and government documents collections, increased staff assistance to users, an increase in the number of microform reading machines, and more efficient repair and maintenance of microform equipment.

Priority 2

Strategies:

1. The appropriate library staff will undertake a feasibility study of the most effective way to improve cataloging of microforms and government documents (see Stage Eleven suggestion of use of KWIC Index system for government documents, Vol. II, pp. 244-245) and will make the necessary changes.
2. The Microforms Librarian will conduct ongoing studies of equipment needs and make an annual request to the University Librarian to order new equipment.
3. The Microforms Librarian will make a request to the IMC Librarian for additional student assistants to cover the microforms area on weekends and nights.

Results: The Learning Resources Committee determines that improved cataloging of microforms and government documents has been achieved. A survey among users of these collections, conducted by the LRC, indicates an acceptable level of satisfaction (as determined by the LRC) with accessibility of these collections, staff assistance, and microform readers.

Rationale: This objective seeks to respond to a perception that library services need to be enhanced in this area.

Library X: The library will seek to become an important repository for primary manuscript data on the Southern Appalachian region.

Priority 3

Strategies:
1. The library administration will seek authorization and funding to employ a curator of manuscripts, who will assist in the planning for the repairs and renovations of the Dougherty Library to provide the space, proper temperature control, and fireproofing protection necessary for the proper housing of manuscripts.
2. The curator will make applications for grants available to support development of accessioning and collection description procedures, as well as collection user services.

Results: There is a curator of manuscripts or an otherwise qualified professional who seeks out manuscript sources of Southern Appalachia, and facilities have been provided to properly house, preserve, and make these manuscript sources accessible to researchers.

Rationale: Appalachian State University already has approximately 82 linear feet of manuscript material. Both its regional service responsibilities and its obligation to promote research support the further development of this collection.

Library XI: The Division of Learning Resources will employ effective personnel management procedures to facilitate a good working atmosphere and high staff morale.

Priority 1

Strategies:
1. Staff will be involved to an appropriate degree in management decisions.
2. The Learning Resources Committee will be chaired by a person outside the Learning Resources Division.
3. The Learning Resources Committee will devise methods for periodic assessment of the following:
    a. Morale of Learning Resources staff.
    b. Campus evaluation of Learning Resources services and resources by faculty, staff, and students.

Results: Periodic assessments of Learning Resources staff morale and campus satisfaction with Learning Resources services provide information that can be used to increase the effectiveness of Learning Resources management and services.

Rationale: Periodic evaluations are common practice at ASU and are especially important with respect to a division that serves the entire campus.

Student Development Services I: The Division of Student Affairs will be restructured so as to provide quality student services more effectively and efficiently.

Priority 1

Strategies: The Vice Chancellor for Student Affairs will:

1. Appoint a Student Affairs Advisory Council.
2. Study the administrative structure of the division and make recommendations for appropriate changes (e.g., movement of responsibility for such functions as Residence Life, Career Counseling and Placement, Campus Recreation and Intramurals to Student Affairs; restructuring of Co-Curricular Activities area and greater cooperation between this area and academic departments and faculty).
3. Recommend and work toward the acceptance by the UNC-GA and state legislature of a formula for funding and staffing of the Student Affairs Division.

Results: The restructuring of the Division of Student Affairs has been accomplished and student services are enhanced.

Rationale: This objective seeks to respond to a general sense of dissatisfaction with the organization of student services.

Student Development Services II: The Chancellor will appoint a representative ad hoc committee to undertake a careful study of the present system and structure for academic advising and career counseling and will take the appropriate measures for the improvement and more effective coordination of these services.

Priority 1

Strategies:

1. The Chancellor will appoint a representative ad hoc committee with the responsibility for a careful study of academic advising and career counseling and will instruct it to make recommendations to him.
2. In the meantime, steps will be taken to utilize a computerized student records system in advising and to initiate a student-to-student survival skills program.

Results: The recommendations of the committee, as approved by the Chancellor, are implemented. Periodic surveys of graduates, dropouts, etc. are conducted to evaluate the success of the advisement and career counseling program and to allow appropriate changes and adjustments to be made.

Rationale: Various self-study committees commented upon the confusion caused by the apparent maze of offices and individuals involved in advisement and career counseling and urged that efforts be made to provide for better coordination of these functions, which are important factors in student retention and effective career placement.

Student Development Services III: The Counseling and Psychological Services Center will be better funded and staffed.

Priority 2

Strategy: The necessary funding to implement this objective will be provided from increased student fees or state support.

Results: The center will provide more preventive services and outreach programs and will work toward the goal of one staff person per 1000 students, as recommended by national standards.

For recommendations for counseling services for university employees, see Organization and Administration VI.

Rationale: The Counseling Center provides vital services to students and is understaffed at present. Should the number of nontraditional students enrolled at ASU increase substantially, there might be a heightened demand for these services.

Student Development Services V: In order to encourage fuller and more effective student involvement in institutional government, student participation on university committees and councils will be monitored systematically by the Student Government Association, and committee and council chairpersons will introduce student members to the tasks of these bodies and create an atmosphere in which student participation is welcomed. Student participation will be extended to those areas of concern to them in which they are not now represented.

Priority 1

Strategies: The objective indicates the steps to be taken:

1. SGA will be responsible for monitoring student attendance.
2. The Faculty Senate will regularly remind committee chairpersons of their responsibilities toward student members.
3. University administrators at all levels will give support to the objective and will be prepared to add student members to committees or councils where student participation is appropriate.

Results: Student participation in institutional government is more effective and is beneficial both to the students and to the university.

Rationale: This objective responds to a general perception that student involvement in institutional government is not as effective as it could be and that steps should be taken by both the SGA and committee/council chairpersons to improve and expand student participation.

Student Development Services VI: A committee will be appointed to review and make recommendations for the improvement of the student judiciary system.

Priority 1

Strategy: The Chancellor or Vice Chancellor for Student Affairs will appoint a committee to study the present system and make recommendations aimed at its improvement. The committee will, among other things, consider the suggestions for decentralization and increased student participation contained in the Stage Nine and Ten reports on this objective (Vol. II, pp. 88-89, 165-166).

Results: The Vice Chancellor for Student Affairs effects appropriate changes in the student judiciary system.

Rationale: The Stage Nine report indicates what inadequacies are thought to exist in the present system.

Student Development Services VII: The Financial Aid Office will take the necessary measures to increase the effectiveness of its services.

Priority 1

Strategies:

1. The Vice Chancellor for Student Affairs will appoint an advisory Financial Aid committee.
2. The Financial Aid Office will:
    a. Be provided with improved facilities.
    b. Work with the Computer Center to develop a computer program for financial aid.
    c. Work with the Development Office to increase scholarship funds.
    d. Make plans for the development of alternative sources of financial aid in response to the anticipated decline in federal assistance.
    e. Work with the College of Business to initiate an internship program whereby business majors can provide budget and financial counseling for students.

Results: The services of the Financial Aid Office are more efficient and effective in meeting the needs of students.

Rationale: The effectiveness of this office will be crucial for many students given the reduction in federal aid to students.

Institutional Sector: PHYSICAL RESOURCES

Physical Resources I: The university will make a commitment to the further development of a comprehensive, phased long-range plan for the physical development of the campus. This planning effort will address the subjects of appropriate property acquisition, sound land use planning, facilities expansion, campus maintenance, beautification, communication facilities, accessibility, and efficient use of energy.

Priority 1

Strategy: To achieve this objective, efforts will have to be made to secure adequate funding for the employment of outside planning professionals through the biennial budget process.

Results: A planning group has been retained and has completed a long-range phased plan for campus development. The university is prepared to implement the first phase of the plan.

Rationale: A physical plan should result in more effective use of physical resources, prevent costly mistakes that can result from ad hoc decisions, and enhance the aesthetic qualities of the campus environment.

Physical Resources II: The university will emphasize more efficient management techniques in physical plant maintenance and personnel selection, training, and supervision.

Priority 1

Strategy: In a time of inflation and reduction of real funding, every effort will be made to better utilize existing resources by means of better management, a computerized maintenance program, and careful selection, training, and supervision of maintenance personnel.

Results: Higher overall levels of maintenance are achieved.

Rationale: It is becoming obvious that additional funding in the area of physical plant maintenance will be difficult to achieve. Likewise, replacement of existing equipment is becoming increasingly difficult. Therefore, every effort must be made to better utilize and maintain existing resources.

Physical Resources III: The university will implement programs leading to greater energy conservation, efficiency, and accountability.

Priority 1

Strategies:

1. Establishment of a computerized Energy Management System with a coordinator responsible for energy monitoring and audits of existing buildings.
2. Termination of sole dependence upon petroleum fuel.
3. Modification of existing architecture for greater energy efficiency and development of a formal design policy regarding future structures which ensures the utilization of all feasible means of energy conservation.
4. More efficient use of existing learning spaces and curtailment of special use spaces to reduce the amount of time when spaces are heated or cooled, but are not in use.
5. A continuing program of energy conservation in all residence halls.
6. Education of state agencies as to the special energy needs of ASU given the severe climate of northwestern North Carolina.
7. Careful attention to, and implementation where feasible of, "Recommendations for Energy Conservation Measures" prepared in 1979 by the Subcommittee on Energy of the Committee for Institutional Studies and Planning.

Results: Curtailment of dependence on petroleum fuel, use of alternate sources of energy, and a reduction in the amount of fuel consumed, resulting in the establishment of ASU as a leader in controlled energy use.

Rationale: This objective is an obvious and necessary response to an energy crisis which is expected to persist throughout the decade.

Physical Resources IV: Appalachian State University will improve its internal telecommunications capabilities to distribute data, television, and audio information to and from all campus facilities and will begin planning for external telecommunications capabilities with UNC-TV and other public and private broadcasting entities.

Priority 3

Strategies:
1. Departments and offices on campus will be encouraged and assisted, if possible, in joint efforts to connect to the Campus Coaxial Communications System.
2. The Coordinator of Telecommunications will meet with representatives of those offices and departments on campus with an interest in telecommunications and will develop from these discussions a long-range plan for external telecommunications.
3. Funds will be sought and secured and an external telecommunications system will be developed.

Results: The Campus Coaxial Communications System produces energy savings, provides technically superior, cost effective data communications, and allows for distribution of television and audio programs to academic, administrative, and residence areas. The external communications system (microwave, radio, data transmission) provides improved radio, television, and data services to the region. Satellite telecommunications allow for international programming.

Rationale: This objective reflects a determination to use the available technology to achieve energy savings and greater administrative efficiency, as well as to enhance instruction on and off campus.

Physical Resources VII: Program planning will continue to serve as the determining factor in establishing capital improvement priorities.

Priority 1

Strategy: As a part of the process of preparing biennial capital improvement requests, the Vice Chancellor for Academic Affairs will establish a procedure whereby program planning is reviewed in conjunction with the final establishment of capital priorities.

Results: Capital improvement requests reflect enrollment projections and program planning; needed physical facilities are identified earlier and progress more rapidly through the capital improvement requests process.

Rationale: The establishment of a procedure such as that outlined in the suggested strategy will serve to emphasize the close relationship that must exist between program planning and capital improvements requests, especially in a period of fiscal restraint.

Physical Resources VIII: The university will take measures to ensure greater energy conservation and efficiency in the area of transportation and will place increased emphasis upon transportation resources in future program planning.

Priority 1

Strategies:

1. An office or individual will be made responsible for the coordination of travel in university vehicles.
2. More fuel efficient vehicles will be purchased and all university vehicles will be provided with improved maintenance.
3. A study will be made of the feasibility of a metro-transportation system.
4. Off-campus activities will be reviewed in terms of the amount of energy consumed versus their educational value.
5. Written plans for future programs will include a specific impact statement relative to transportation.

Results: The amount of fuel consumed by university vehicles is reduced without significantly impeding the use of university vehicles for necessary business and for activities directly related to the university's purpose and mission.

Rationale: This objective is an obvious and necessary response to an energy crisis which is expected to persist throughout the decade.

Physical Resources IX: Appalachian State University will improve its recreational facilities.

Priority 3

Strategy: Efforts will be made, within the limitations of available funding, to provide additional indoor recreational facilities, more playing fields or open space, and facilities for women students comparable to those provided for males.

Results: Existing recreational facilities will be improved and expanded.

Rationale: The Stage Nine reports on this objective and on Student Development Services X (Vol. II, pp. 93-94, 102) address the inadequacies of the present facilities.

Institutional Sector: SPECIAL ACTIVITIES

Special Activities I: The university will meet the continuing education needs and interests of its constituency with programs which are both academically sound and administratively and fiscally efficient.

Priority 1

Strategies:

1. Community Services will survey the prospective needs and interests of students in the region.
2. An advisory committee of faculty members (possibly drawn from departmental curriculum committees) will be named by the Vice Chancellor for Academic Affairs. This committee will advise the representatives of Community Services on matters such as:
    a. Departmental course offerings which will meet the needs and interests identified in the survey.
    b. The development of procedures to ensure that "the academic standards of extension instruction activities are consistent with those maintained 'on-campus'" (as required by the UNC-GA).
    c. Ways in which ASU can more effectively and efficiently fulfill its extension service mission (e.g., satellite centers, telecommunications, and other tactics suggested in the Stage Ten reports on Special Activities I and II, Vol. II, pp. 177-179). See Physical Resources IV for specific reference to telecommunications.
3. Community Services and its advisory committee will work with the library to improve library support for off-campus classes, giving particular attention to funding (perhaps from extension student fees) to support library materials for off-campus use and modification of circulation policies to facilitate off-campus use of library materials (see Library XII Stage Ten report for possible tactics, Vol. II, p. 159).

Results: Community Services identifies needs and interests and offers new curricula in response. A Community Services Advisory Committee assists in the recommendation of extension courses and curricula, initiates procedures whereby the academic quality of continuing education courses is systematically evaluated, and works with Community Services to develop greater efficiency and effectiveness in the delivery of continuing education services.

There is a special fund for off-campus library materials and improved access to library resources for off-campus students.

Greater attention to academic quality and greater efficiency results in more faculty members expressing an interest in teaching in the programs. ASU's continuing education programs continue to be recognized for their academic soundness and administrative efficiency.

Rationale: Systematic evaluation of the academic quality of extension courses will be beneficial to ASU and its students and is in conformity with UNC-GA requirements. Administrative and fiscal efficiency is especially important for a receipts-funded operation in an inflationary period.

Special Activities IV: The university will provide adequate facilities for the performing arts and other cultural activities.

Priority 2

Strategies:

1. Necessary repairs and improvement of Farthing Auditorium will be made.
2. An ad hoc committee will be appointed, made up of representatives of interested departments and offices, to consider other needs (theater, film showings, art gallery, etc.) and will develop a proposal for new and/or renovated facility(s) to meet these needs as efficiently as possible.

Results: Farthing Auditorium will be recognized as a first-class facility and adequate facilities will exist for other cultural activities, such as theater, film, and art.

Rationale: Achievement of this objective will enhance ASU's ability to provide its students and individuals in the region with the opportunity to experience the arts in appropriate environments.

Special Activities V: ASU will provide increased opportunities for students and faculty to engage in international studies and experiences.

Priority 2

Strategy: The Office of International Studies and the International Studies Council will be charged with the responsibility for achievement of this objective, with particular attention to:

a. Fostering international studies within the curriculum and through the use of satellite telecommunications.
b. Increasing the amount of student and faculty study/research abroad.
c. Working with Admissions and Student Affairs to encourage the enrollment of more foreign students at ASU.

Results:

1. A greater number of ASU students and faculty studying or doing research abroad.
2. One or more centers for multidisciplinary international studies abroad.
3. More foreign students and faculty at ASU and greater efforts to meet their special needs.
4. More courses of an international nature in the curriculum.
5. Greater advising services for ASU students and faculty interested in international studies, travel, etc.
6. More cultural activities and programs of an international and non-western nature.
7. International programming using telecommunications.

Rationale: This objective seeks to respond to ASU's relative geographic isolation and the homogeneity of its student body by recognizing the institution's obligation to expose its students to other cultures through study, travel, and interaction with foreign students and faculty on campus. Understanding and appreciation of other cultures are especially important in the increasingly interdependent world in which ASU students will live and work.

Special Activities VI: The Center for Continuing Education will make its facilities and programs more accessible to the university at large.

Priority 1

Strategy: An advisory committee composed of representatives of the degree-granting colleges will be established. This committee will advise the Dean of the College of Continuing Education and the Director of the CCE on such matters as the educational philosophy of the center and its operating policy and will seek to recommend ways in which the CCE's facilities and programs can be made more accessible to the university. The committee will be apprised of future plans for the CCE and will ensure that any such plans include provision for more effective accommodation of the academic departments.

Results: A good working relationship exists between the CCE and the university at large as a result of the liaison with the colleges provided by the advisory committee. Individual academic departments and university agencies utilize the CCE more frequently as a vehicle for the delivery of appropriate continuing education programs.

Rationale: It is apparant that the need of the CCE to balance its books and operate in the black sometimes makes it impossible for academic departments and other units on campus to utilize its facilities. This objective seeks to provide a medium whereby better understanding and an improved working relationship between the CCE and the university community can be achieved.

Institutional Sector: GRADUATE PROGRAM

Graduate Program II: The Graduate School will combine its traditional concern for the quality of its programs with a readiness to adjust responsibly to changing academic, student, and constituent needs.

Priority 1

Strategies: The Graduate School will:

1. Develop a closer liaison with Community Services.
2. Undertake a regional needs assessment.
3. Attempt to make increased use of summer workshops and programs.
4. Continue its comprehensive review of graduate programs, with attention to each program's quality and relevance to the job market.
5. Develop a procedure to monitor, analyze, and interpret Graduate School enrollment patterns.
6. Propose program revisions and/or new programs when the need is indicated.

Results: Graduate School programs maintain their quality while adjusting to the changing needs of students for graduate and professional education.

Rationale: The suggested strategies will enable the Graduate School to evaluate program quality while adjusting responsibly to changing needs and making the necessary reallocation of resources to meet these new needs.

Graduate Program III: Appalachian State University will increase funding for graduate assistantships and scholarships and for graduate research.

Priority 2

Strategy: ASU and the Graduate School will:

1. Seek more out-of-state tuition waivers for graduate students.
2. Attempt to increase funding for graduate assistantships and scholarships, especially by seeking support from outside sources through the ASU Foundation.

Results: An increase, beyond the rate of inflation, in the amounts of graduate assistantships and scholarships, so as to make ASU competitive with commensurate institutions.

Rationale: Assistantships and scholarships for graduate students as now funded are inadequate and are not competitive with the amounts awarded at commensurate institutions.

Graduate Program IV: Appalachian State University will encourage the development of nontraditional graduate delivery systems, such as inter-university doctoral programs and international programs making use of satellite telecommunications.

Priority 3

Strategies:

1. ASU will seek to facilitate the articulation of graduate programs with other institutions that grant doctoral degrees in those areas where a need for such programs can be demonstrated.
2. ASU will seek funding to develop the technological systems necessary to support "remote" programs and will initiate appropriate international programs.

Results: ASU utilizes nontraditional delivery systems when appropriate to meet the needs of its students.

Rationale: This objective emphasizes the need for the institution to remain alert to, and begin to plan for, nontraditional delivery systems which may enable it to serve the needs of its constituency creatively and effectively in the future.

Institutional Sector: RESEARCH

Research I: Appalachian State University will provide the organizational structure and administrative leadership for the integration and enhancement of research functions and responsibilities under one unit which will be able to direct, coordinate, and promote these activities in the most efficient and effective manner possible.

Priority 1

Strategy: The Vice Chancellor for Academic Affairs will appoint a task force to study ASU's research needs, to evaluate various models of administrative structure for research, and make a recommendation concerning the appropriate organizational structure for research at ASU.

Results: An appropriate structure for the administration of research is established, with the following goals and objectives:

1. Coordinate research support services and resources at ASU.
2. Seek to increase university resources allocated to research.
3. Provide information on, and seek grants from, private funding sources to increase the level of external support for research.
4. Upgrade the expertise of present faculty to increase the number of research activities.
5. Promote and publicize all research activities.
6. Develop cooperative research programs with business and industry.
7. Establish an award for the outstanding researcher.

Rationale: There is a growing consensus that the responsibility for the promotion and coordination of research is scattered among too many units at ASU and that research efforts would be enhanced by the integration of these functions into one unit.

Research II: Appalachian State University will elevate the importance of research activities within the institution.

Priority 2

Strategies:

1. Stipends for graduate assistantships will attain equivalence with those at commensurate universities in order to attract more highly qualified graduate students (see Graduate Program III).
2. Research productivity will be included as a major criterion in evaluation of faculty and programs.
3. A Research Assistantship Program will be established with RA's allocated to academic areas with demonstrated research productivity or an equivalent productivity in fields in which performance, exhibition, or other measures of productivity are relevant.
4. Internship programs that facilitate research productivity will be developed.
5. The administration, faculty, and students will be encouraged to seek additional funding for research.
6. Research activities at a level of one publication per faculty member per three years (the present university average) will be encouraged in each department.
7. Chairpersons will consider research activity in assigning class loads and scheduling.
8. Departments will be encouraged to allocate larger portions of their budgets to research-oriented resources.
9. Commitment to research or scholarly activity will be a major criterion in hiring new faculty.
10. Quality of research will be a major criterion in evaluations of faculty for merit increases, retention, and promotion.
11. The university will establish a system of post-tenure review with quality of research as a major criterion in this review process.

Results: Increased research activity and productivity.

Rationale: See the "Position Statement" attached to the Stage Seven Research report (Vol. I, p. 307), which argues that it is time for ASU to place the kind of emphasis upon research that is placed upon effective teaching.

CHAPTER THREE

OBJECTIVES DELETED IN STAGE THIRTEEN

Ultimately, 31 of the objectives proposed in Stage Seven were deleted in Stage Thirteen. In 26 instances, the intent of the objective was not lost, as it was cross-referenced to another objective(s) which the Steering Committee felt was similar in nature. A few objectives were deleted because they were already substantially achieved. And a few more were judged to be infeasible or inappropriate at this time and thus failed to receive the committee's endorsement. Those objectives which were deleted as a result of this review process are listed below, along with an explanation of the action taken.

Organization and Administration

Organization and Administration I: To implement programs leading to greater energy conservation, efficiency, and accountability and to be prepared to evaluate academic, co-curricular, and extra-curricular programs in terms of energy consumption versus their value to the institution.

Action: Cross-referenced to Physical Resources III and VIII.

Rationale: Since this objective was directed toward energy conservation, it was merged with two Physical Resources objectives which contain similar goals.

Organization and Administration II: In the face of adversity such as dwindling financial resources, greater competition for those resources which are available, increased state and federal regulations affecting both admissions and personnel policies, and public demand for greater accountability, the administration must be prepared to make whatever changes are necessary to promote and ensure the financial security of the institution.

Action: Cross-referenced to Financial Resources I-IV.

Rationale: The four Financial Resources objectives provide more specific means whereby the aims of this objective can be achieved.

Organization and Administration III: Implement immediate measures which will allow ASU to maintain the controlled growth of the student body while taking positive steps to ensure that the overall quality of the institution and its academic product will not be compromised.

Action: Cross-referenced to Financial Resources V.

Rationale: These two objectives were similar in intent, and the Steering Committee decided to emphasize the connection between enrollment and stability of funding by adopting the Financial Resources version.

Organization and Administration IV: For the administration to be prepared to revamp the academic structure of the university in order to respond to a collegial organization which will more clearly emphasize and differentiate the academic programs, objectives, and interests in the natural, physical, mathematical, and technical sciences from those of the social sciences, fine arts, or humanities.

Action: Assigned a priority 4 -- "decline to endorse at this time."

Rationale: The Steering Committee's discussion of this objective in the final phase of the review process revealed that several members felt that there was not a pressing need for collegial reorganization, that any reorganization that occurred might well create as many problems as it solved, and that the outcome was unlikely to justify the anticipated added costs.

Organization and Administration V: To provide the organizational structure and administrative leadership for the integration (combining) and enhancement of research functions and responsibilities under one unit which will be able to direct, coordinate, and promote these activities in the most efficient and effective manner possible.

Action: Cross-referenced to Research I.

Rationale: This objective was virtually the same as Research I. Therefore the intent of the objective, as well as some of its language, was added to Research I.

Financial Resources

Financial Resources VI: While keeping student fees as low as possible, the university will pursue a policy of shifting gradually a larger proportion of the financial burden of a college education to the person who will benefit directly therefrom - the student.

Action: Deleted.

Rationale: This objective was judged to be in conflict with the policy of the ASU Board of Trustees, as well as unwise in view of anticipated cuts in federal aid to students.

Faculty

Faculty I(B): Appalachian State University will make every effort to encourage meaningful and necessary research and publication efforts by faculty.

Action: Cross-referenced to Research II.

Rationale: This objective was similar in intent to Research II, which was judged to be more comprehensive in nature.

Faculty I(D): Appalachian State University will make every effort to see that faculty are on the cutting edge of their disciplines as well as broadly knowledgeable about concerns of society and their solutions.

Action: Cross-referenced to Faculty I(A).

Rationale: It was felt that the intent of this objective could be achieved through the strategies attached to Faculty I(A).

Faculty II(A.1): Appalachian State University will make contingency plans for appropriate faculty responsiveness to changes in population over the next decade. Projected decrease in the number of young people and increase in the number of older people make likely a shift in student constituency, necessitating faculty and program adaptability.

Action: Cross-referenced to Educational Program V.

Rationale: It was felt that the intent of this objective could be achieved through the role assigned to the CID in the strategies attached to Educational Program V.

Faculty II(B.1): Appalachian State University will hold on to its special heritage of knowledge while responding to the multiplicity of society's concerns. Since the faculty are the primary interpreters and purveyors of this heritage, their views should be strongly considered in the setting of goals and policies.

Action: Cross-referenced to Purpose I and II and Faculty V(A,B,C,E).

Rationale: It was felt that the Purpose objectives effectively address continued attention to ASU's special heritage and provide a means of ensuring compatibility between ASU's purpose and new programs. The Faculty V(A,B,C,E) objectives address the concern for a continued faculty voice in the setting of goals and policies.

Faculty II(B.2): Appalachian State University will strive to build mutual respect and understanding in order to prevent any severe confrontation between the university and society as a whole.

Action: Deleted.

Rationale: It had proved difficult to develop effective tactics for the achievement of this objective, and the Steering Committee decided that some of the tactics suggested were more appropriate to Faculty I(B) and that the results could be achieved through Faculty V(A,B,C,E).

Faculty II(B.3): Appalachian State University will encourage and preserve in the faculty those ethical values necessary to the protection of individual rights and the fostering of individual responsibility.

Action: Cross-referenced to Educational Program I.

Rationale: It was felt that encouragement of ethical values in the faculty could be effectively achieved through implementation of Educational Program I.

Faculty III(A): The university will sharpen the process to measure and evaluate the effectiveness of the faculty in an effort to keep the faculty professionally alive. Economic problems will tend to make the university environment a very attractive "refuge" even though salaries will remain low.

Action: Cross-referenced to Faculty I(A).

Rationale: Faculty evaluation was judged to be an essential ingredient in the maintenance of a quality faculty, and thus the intent of this objective became one of the strategies for achievement of Faculty I(A).

Faculty IV(A): In view of a declining real wage for most sections of the population, including faculty members, the university will strive to hold faculty loss in real income to an amount no more than the national average and will strive to increase "indirect" means of compensation.

Action: Cross-referenced to Faculty I(A).

Rationale: Maintenance of faculty income was felt to be essential to the maintenance of a quality faculty. Consequently, this objective became another strategy for the achievement of Faculty I(A).

Faculty IV(B): The university will strive to acquire and maintain the best possible faculty in an era when resources are diminishing. In order to do this, the university will make every effort to expend as much of its budget as is possible on upgrading faculty salaries.

Action: Cross-referenced to Faculty I(A).

Rationale: This objective contained elements of both Faculty I(A) and IV(A), and like Faculty IV(A), it was annexed to Faculty I(A) as a strategy for the achievement of that objective.

Faculty V(D): There will be more interaction between the various university councils and the Faculty Senate and faculty in general.

Action: Cross-referenced to Faculty V(B).

Rationale: The intent of this objective was also one of the strategies endorsed for the achievement of Faculty V(B), and hence this objective was cross-referenced to it.

Library

Library II: In order to ensure adequate funding for the purchase of library materials:

- a. the yearly budget will show an increase reflecting the annual inflation rate;
- b. additional funding will be provided to support new programs approved during the preceding year;
- c. alternative means of funding will be sought by the library administration to supplement traditional funding;
- d. a separate budget item for audio-visual/media materials will be established.

Action: Cross-referenced to Library I.

Rationale: Both objectives called for a substantial increase in funding for library materials and hence it seemed logical to combine them into one objective.

Library V: The library administration will be consulted by departmental curriculum committees concerning resources, present and potential, needed for the support of new and expanded programs, and the library will be represented on all academic policy committees that affect or are affected by the library.

Action: Cross-referenced to Educational Program VI.

Rationale: Discussion of this objective by the Steering Committee led to the conclusion that a variety of resources and services were required to support new programs and that these resources ought to be seriously considered and evaluated in the program proposal procedure. Thus the committee decided to formulate a more comprehensive objective, Educational Program VI, which would address the need to consider library resources as well as other resources when proposing new programs.

Library VIII: In order to support faculty research and the information needs of the patrons of the library, the library will participate in on-line information retrieval networks and resource-sharing networks of a state, regional, or national organizational structure, such as the Center for Research Libraries and the National Periodicals Center System.

Action: Cross-referenced to Library VI.

Rationale: Since this objective, like Library VI, is concerned with the utilization of computer technology, the committee decided to combine the two objectives.

Library XII: Procedures for library support of off-campus classes will be developed in several areas: funding to support needed resources as a separate budgetary item; modification of circulation policies to facilitate off-campus use of library materials; and necessary support (personnel and professional expertise) by Audio-Visual Services in providing for the development of instructional programs and telecommunications.

Action: Cross-referenced to Physical Resources IV and Special Activities I.

Rationale: The committee felt that telecommunications were adequately covered in Physical Resources IV and that library support for off-campus classes ought to be addressed in the Special Activities sector.

Student Development Services

Student Development Services IV: Student Affairs will continue to administer a program of extra-class and co-curricular activities which enhances and illustrates the knowledge gained in the formal classroom, broadens cultural horizons, and creates international understanding and intercultural sensitivity.

Action: Cross-referenced to Student Development Services I, Special Activities V, and Educational Program V.

Rationale: This objective contained a number of elements which were addressed effectively in other objectives. For example, Student Development Services I calls for a reorganization of the Co-Curricular Activities area; Special Activities V addresses the recruitment of foreign students; and the question of the location of responsibility for internship programs is raised in the strategies for achievement of Educational Program V.

Student Development Services VIII: University housing facilities will be operated more efficiently and in a manner which enhances and contributes to the learning program and to the general development of the student.

Action: Cross-referenced to Student Development Services I.

Rationale: Various reports on this objective suggested that the key to its achievement was the shifting of the major responsibility for this area to Student Affairs. The necessary reorganization is addressed in Student Development Services I and, with respect to this objective, has already been accomplished.

Student Development Services IX: Students at Appalachian State University will be provided with better health services.

Action: Deleted.

Rationale: The Steering Committee felt that, with the completion of the new Student Support Building, an important step had been taken in the improvement of student health services. Any expansion in the size of the infirmary staff will be costly and will have to be supported by student fees. Given the fact that many students questioned the most recent increase in the student health fee, it seemed advisable to wait on this objective until the need was more apparent and students were willing and able to bear the cost.

Student Development Services X: The university will offer a campus recreation program, both structured and unstructured, which meets students' needs.

Action: Cross-referenced to Student Development Services I and Physical Resources IX.

Rationale: This objective called for the shifting of responsibility for the campus recreation program to Student Affairs, more effective recreation programming, and additional recreational facilities. The committee felt that the question of the organization and administration of the program could be addressed in Student Development Services I and that Physical Resources IX dealt with the issue of facilities adequately.

Student Development Services XI: The university will provide a varsity sports program, facilities, and staff which conform to guidelines and regulations of the Southern Athletic Conference, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women and which is consistent with the purpose of the university.

Action: Deleted

Rationale: The Athletic Council is currently completing a self-study and long-range plan for ASU's varsity program. Consequently, the Steering Committee saw no reason to retain this objective, since the major strategy for its achievement was virtually accomplished.

Physical Resources

Physical Resources V: The university will mount a conscientious campaign to acquire the Dougherty family house and property and develop a plan to use the house as an alumni/information center or as a museum/gallery.

Action: Cross-referenced to Physical Resources I.

Rationale: The acquisition of property was felt to be a function of long-range planning for the physical development of the campus. Thus this objective was made a part of Physical Resources I.

Physical Resources VI: The university will identify desirable tracts of property and develop a plan for acquiring those parcels deemed appropriate for use as recreation areas, open spaces, or potential building sites.

Action: Cross-referenced to Physical Resources I.

Rationale: The acquisition of property was felt to be a function of long-range planning for the physical development of the campus. Thus this objective was made a part of Physical Resources I.

Special Activities

Special Activities II: The university will provide academically sound continuing education services to the people of the region and state in a manner that is as efficient as possible -- administratively, fiscally, and otherwise.

Action: Cross-referenced to Special Activities I.

Rationale: It was felt that both Special Activities objectives were concerned with the quality and effectiveness of ASU's continuing education program and that the strategies suggested for the achievement of both were closely intertwined. Thus it seemed logical to combine the two objectives.

Special Activities III: The university will provide throughout the entire year a broad spectrum of cultural activities reflecting the region, the nation, and the world.

Action: Cross-referenced to Special Activities V.

Rationale: The Steering Committee wished to preserve this objective's concern for more cultural activities of an international and non-western nature and felt that this would be an appropriate strategy for achievement of Special Activities V.

Special Activities VII: The university will continue to provide an environment which is open and conducive to special projects which are of service to the people of the region, state, and nation.

Action: Cross-referenced to Educational Program V.

Rationale: Both this objective and Educational Program V were concerned with special projects and programs, but since the latter was more comprehensive in nature, the Steering Committee decided to refer the intent of this Special Activities objective to it.

Graduate Program

Graduate Program I: Appalachian State University will strive to maintain graduate enrollment at, or above, current levels.

Action: Cross-referenced to Financial Resources V and Graduate Program II and III.

Rationale: The intent of this objective is addressed in Financial Resources V. Furthermore, the strategies suggested for achievement of Graduate Program II and III are likely to produce the ends sought by this objective.

CHAPTER FOUR

ORGANIZATIONAL AND TEMPORAL IMPACT OF IMPLEMENTATION OF OBJECTIVES

Having reached a consensus concerning which objectives it would recommend for adoption, the Steering Committee sought to visualize the distribution of objectives among the major areas of the university in order to illustrate the division of labor that would result from adoption of these objectives. Figure 3 provides a graphic breakdown of objectives by area and indicates that the greatest amount of activity would be in the area of Academic Affairs. This was virtually inevitable, given the organization of the self-study according to SACS standards, most of which are directly related to Academic Affairs.

The committee also sought, in Figure 4, to illustrate the temporal implications of adoption and implementation of the objectives if the time frame projected for achievement of each objective were followed. The figure clearly demonstrates that the greatest amount of activity would take place in the first two or three years. However, it seems safe to assume that not all objectives will be accomplished as swiftly as projected. Furthermore, approximately 23 objectives call for the establishment of ongoing processes that should continue for as long as they serve a purpose, and at least 10 suggest the appointment of ad hoc committees whose recommendations will produce other activities. And, finally, changing circumstances will undoubtedly result in the revision of some of the objectives produced by this study and the formulation of additional objectives in response to new needs and opportunities. In other words, the self-study was not intended to result in the creation of a rigid and static plan for the 1980s. Rather, as the title "Planning for the Eighties" suggests, it was meant to lay the foundation for a continuous and dynamic planning process.

Figure 3

DISTRIBUTION OF OBJECTIVES BY AREA

Institution-Wide	Academic Affairs		Business Affairs	Development	Student Affairs
Purpose Objectives: I. Periodic review of purpose statement. II. Consistency of new initiatives with purpose. III. Annual review of objectives. Personnel Objective: Org. & Adm. VI: Programs for faculty and staff development. Financial Resources Objs.: I. Reexamination of financial priorities. II. Conservation of resources. III. Reallocation of resources.	Educational Program Objectives: I. Exploration of values and ethics. II. Greater attention to cultural diversity. III. Greater emphasis on environmental issues. IV. Elevate level of communication skills. V. Preparedness to meet changing academic needs. VI. Consultation of academic support units in program proposals. - - - - - - - - - - Spec. Acts. V: Increased opportunities for international studies. Graduate Program Objectives: II. Adjustment to changing needs. - - - - - - - - - - III. Increased funding for assistantships & scholarships. - - - - - - - - - - IV. Nontraditional delivery systems. Research Objectives: I. Integration of research responsibilities & functions. - - - - - - - - - - II. Elevate importance of research. Special Activities (Cont. Ed.): I. Academically sound and efficient programs. VI. Increased accessibility of CCE. Admissions Objective: Fin. Res. V: Maintain enrollments and encourage diversity and excellence in student body.	Faculty Objectives: I(A): Maintenance of quality faculty I(C): Encourage and recognize professional service. II(A.2): Further protection of faculty from litigation. V(A): Increase effectiveness of Faculty Assembly. V(B): Further development of Faculty Senate. V(E): Faculty committee on retrenchment. - - - - - - - - - - V(C): Revise structure of university committees. - - - - - - - - - - III(B): Develop goals and procedures for employment of part-time faculty. Library Objectives: I. Increased funding. III. Develop collection philosophy. VII. Ongoing studies of library. XI. Effective personnel management procedures. - - - - - - - - - - IV. Additional professional and clerical staff. VI. Greater use of computer technology. IX. Improved access to microforms. - - - - - - - - - - X. Development of Southern Appalachian manuscript collection.	Physical Resources Objs.: I. Long-range plan for physical development. II. Efficient management of physical plant maintenance & personnel. III. Energy conservation and efficiency. VII. Coordination of program planning and capital improvements priorities (in cooperation with Ac. Affairs). VIII. Greater energy conservation and planning in transportation resources. - - - - - - - - - - Spec. Acts. IV: Adequate facilities for performing arts & cultural activities. - - - - - - - - - - IV. Further development of telecommunications capabilities. IX. Improved recreational facilities.	Financial Resources IV: Increased emphasis on development of endowments. The efforts of the Development Office will also be an integral part of the achievement of several objectives associated with other areas, especially those that project financial support from the ASU Foundation for such things as scholarships, support for research, faculty development, cultural enrichment, etc.	Stu. Dev. Ser. Objectives: I. Restructuring of area. II. Study of academic advising and career counseling (in cooperation with Ac. Affairs). V. Fuller student participation in institutional government. VI. Review of student judiciary system. VII. Increased effectiven of financial aid ser - - - - - - - - - - III. Better funding and staffing of Counseli Center.

Note: Broken lines between objectives for a specific sector indicate priority levels.

Figure 4

PROJECTED TIME FRAME FOR IMPLEMENTATION

Objective	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
PRIORITY 1 OBJECTIVES										
Purpose I	→	Results in establishment of an ongoing process.								
Purpose II	→	Results in establishment of an ongoing process.								
Purpose III		Continues for as long as necessary and develops into continuous long-range planning activities.			→					
Ed. Prog. I	Ad Hoc Committee		→	Results in curricular changes and other activities.						
Ed. Prog. II		→	Results in course revisions and/or additions; more foreign language study.							
Ed. Prog. III		→	Results in course revisions and/or additions.							
Ed. Prog. IV	Ad Hoc. Com.	→	Results in course revisions and/or additions.							
Ed. Prog. V	Internship study		Objective calls for a continuous alertness and readiness to respond to changing academic needs.							→
Ed. Prog. VI	→	Results in revision of program proposal procedure.								
Fin. Res. I		→	Results in establishment of an ongoing process.							
Fin. Res. II	→	Results in establishment of an ongoing process.								
Fin. Res. III	→	Results in establishment of an ongoing process.								
Fin. Res. IV	→	An ongoing activity.								
Fin. Res. V	→	An ongoing effort, with measurable results annually.								
Faculty I(A)		Calls for a variety of ongoing and incremental efforts and activities.								→
Faculty I(C)	→	Results in an ongoing process in faculty evaluation and recognition.								
Faculty II(A.2)		→	Calls for increased liability protection and periodic in-service education.							
Faculty V(A)	→	Calls for ongoing efforts.								
Faculty V(B)	→	Results in ongoing training program and new responsibilities for senators.								
Faculty V(E)	→	Results in establishment of a standing committee and procedures.								
Library I		Calls for incremental funding throughout the decade.								→
Library III				→	Calls for periodic reevaluation of collection philosophy.					
Library VII			Calls for periodic studies throughout the decade.							→
Library XI			→	Results in establishment of ongoing procedures.						
SDS I	→	Results in restructuring of area.								
SDS II	Ad Hoc Committee		→	Results in revision of advising/counseling system.						
SDS V	→	Results in establishment of ongoing procedures.								
SDS VI	Ad Hoc Committee	→	Results in revision of judiciary system.							

Objective	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
SDS VII	——	→	Results in ongoing activities.							
Phys. Res. I	——	——	→	Results in plan for phased development.						
Phys. Res. II	——	→	Results in ongoing procedures.							
Phys. Res. III	——	→	Results in ongoing procedures.							
Phys. Res. VII	——	→	Results in ongoing procedures.							
Phys. Res. VIII	——	——	→	Results in ongoing procedures.						
Spec. Acts. I	——	——	→	Results in ongoing procedures.						
Spec. Acts. VI	→	Results in ongoing communication and consultation.								
Grad. Prog. II	——	→	Results in ongoing procedures.							
Research I	——	→	Results in restructuring to centralize responsibility for research functions.							
PRIORITY 2 OBJECTIVES										
Org. & Adm. VI	Expand or initiate new programs, as resources & circumstances allow. ——	——	——	——	——	——	——	——	——	→
Fac. V(C)	Implement recommendations of Committee on Committees as circumstances allow. ——	——	——	——	——	——	——	——	——	→
Library IV			Provide needed specialists through reallocation, retraining, or new positions, as resources and circumstances allow. ——	——	——	——	——	——	——	→
Library VI	Improve technology & services as resources & circumstances allow. ——	——	——	——	——	——	——	——	——	→
Library IX	Implement when resources & circumstances allow. ——	——	——	——	——	→				
SDS III		Expand staff and services when resources allow. ——	——	——	——	——	——	——	——	→
Spec. Acts. IV	Begin planning, and implement as resources allow. ——	——	——	——	→					
Spec. Acts. V	Begin with low-cost strategies and expand as resources & circumstances allow. ——	——	——	——	——	→				
Grad. Prog. III	Begin seeking additional funding from state and private sources. ——	——	——	——	——	——	——	——	——	→
Research II	——	——	→	Begin discussions and implementation of low cost strategies.						
PRIORITY 3 OBJECTIVES										
Faculty III(B)	Retain committee recommendations for future consideration. ~~Ad Hoc Committee~~		- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
Library X			Consider recommendation as plans for Appalachian Museum materialize. - - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
Phys. Res. IV	Begin planning for external telecommunications. Ad Hoc Committee					- - -	- - -	- - -	- - -	- - →
Phys. Res. IX	Retain recommendation for future consideration. - - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →
Grad. Prog. IV	Explore possibilities for future consideration. - - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - →

CHAPTER FIVE

IMPLEMENTATION OF OBJECTIVES

The self-study objectives were orginally formulated in Stage Seven, during the spring of 1980, and were given wide circulation across campus during the summer and fall of that year. Owing to this wide publicity and also to the fact that some objectives recommended actions or policies which were already being considered, a number of units on campus began immediately to undertake measures in support of the objectives. Indeed, some units moved so quickly that a few of the objectives were fulfilled before the self-study process could be completed.

In order to document the activities already underway in support of the self-study objectives, all units on campus were requested to indicate in their annual reports for 1980-81 any measures taken relative to these objectives. The purpose of this chapter is to summarize those activities that were noted in the annual reports as being supportive of the self-study's final recommendations.

Several of the objectives (Purpose I, II, and III; Educational Program VI; Financial Resources I, II, and III; and Physical Resources VII) call for the establishment of procedures which can best be accomplished within the parameters of a systematic planning process. With the appointment of a permanent Coordinator of Long-Range Planning whose responsibilities include the design and implementation of a planning system, it is anticipated that a process will be initiated which will satisfy the aims of all of these objectives.

Efforts are already underway within the Office of Academic Affairs to develop a comprehensive budget report which will enable the Vice Chancellor and Associate Vice Chancellor to allocate and monitor budgets to assure the best and most efficient use of funds in all areas which report to Academic Affairs. In addition, a system is being developed, using the university-wide inventory, to establish a schedule for the systematic replacement of worn-out equipment in academic departments. Funds to provide initial support for this project have been requested in the 1981-82 "change budget." Moreover, separate procedures already exist for the reallocation of faculty and staff positions. All of these measures are consistent with the recommendations of the three Financial Resources objectives cited above.

Organization and Administration VI recommended, among other things, more staff development programs. In this regard, the annual report of the Office of Personnel Services noted as one of its major accomplishments the development and execution of an extensive training schedule for staff employees. This office anticipates that the training function will continue to grow in importance. Staff development is also an objective of the College of Continuing Education, which reported that it plans to increase continuing education options for ASU staff personnel in order to enable them to complete requirements for the baccalaureate degree.

In its plans for the future, the Division of Student Affairs listed staff development as a priority activity for the present and future. An advisory committee has been established and a staff development officer named to work with all units to determine the needs and desires of Student Affairs staff with regard to development activities. The Office of Computer and Management Services also reported plans for 1981-82 which include sending personnel to technical training programs in order to gain new knowledge which can be shared with other members of the staff.

Many departments, representing all of the degree-granting colleges, called attention to existing courses which deal with questions of values and ethics, thereby meeting the intent of Educational Program I. Two programs sponsored by the Center for Instructional Development during 1980-81 dealt expressly with values issues -- the Department of Philosophy and Religion's instructional development workshop on values clarification and the faculty seminar on "The Role of Humanities in University Teaching." Moreover, the initiation of the Univeristy Scholars Program in 1981-82 will provide a framework for campus-wide exploration of values and ethics in future years.

A number of measures have been taken which relate to the recommendations contained in Educational Program II and Special Activities V concerning greater emphasis upon cultural diversity and international studies. With respect to the existing curriculum, the General College in its annual report called attention to the "United Nations" core in the Watauga College curriculum with its emphasis on cultural pluralism, intercultural communication, and international understanding, as well as to the interdisciplinary honors course on cultural pluralism offered in the spring of 1981. Several departments also noted the international or multicultural dimensions of courses presently offered, as well as the Appalachian Studies curriculum, as evidence of activities consistent with these objectives.

Another activity supportive of international and multicultural education was the instructional development project on World Civilization conducted by the History Department with the support of the CID. The purpose of the project was to encourage faculty members, trained primarily in European and American History, to integrate non-western perspectives more fully into the World Civilization course (HIS 1101-1102). This was accomplished by means of a year-long series of seminars and workshops on non-European content areas such as Latin America, South Asia, Japan, and Africa.

During the 1980-81 academic year, a number of special programs were offered which are indicative of the university's commitment to international studies -- for example, the El Salvador Forum, the South Africa Forum, the Islamic Festival, the African Festival, and Black Culture Week. ASU also sponsored five study abroad programs, with 70 participants, in Mexico, England, Scandinavia, and Italy. The university is also a member of the South Atlantic States Association of Asian and African Studies (SASASAAS) and publishes the association's journal.

A most exciting opportunity to expand ASU's outreach in the area of international education occurred in February, 1981, when Appalachian State University negotiated a contract of exchange with the Northeast Institute of Technology in Shenyang, China. This two-year agreement provides for an initial exchange of faculty members beginning in 1981-82, with further commitments beyond two years to be evaluated and determined by both institutions at the end of each year. A university-owned house has been designated as an International House and will accommodate the four visiting Chinese scholars as well as the office of the project director. The entire China project is funded by the ASU Foundation and is receiving no tax-funded support.

In an effort to further enhance the university's efforts in the area of international studies, the Office of International Studies has been made a part of the Interdisciplinary Studies section of the General College. It is hoped that this organizational change will allow this office to expand its influence upon the curriculum by the assistance it can offer various departments in developing learning units of an international nature. The Office of International Studies' plans for the future include a systematic program for faculty exchange with universities in other nations, a program for the placement of ASU students in practice-teaching situations abroad, the establishment of centers for multidisciplinary studies in Latin America (Oaxaca, Mexico) and Western Europe, and increased assistance to students and faculty seeking educational opportunities outside the United States.

The Division of Student Affairs and the Graduate School also reported plans with respect to international students. Student Affairs is planning to offer more services for international students beginning in the fall of 1981, including improved communications and more detailed admissions procedures. The Graduate School hopes to encourage the enrollment of international students by seeking additional out-of-state tuition waivers and increased fellowships and scholarships. It has also proposed a program of International Fellowships to be awarded through private support to business and professional representatives of various European nations to allow them to take part in a living and learning experience at ASU. Support for this program is being sought from the approximately 191 international companies doing business in the Carolinas.

With respect to the greater emphasis upon environmental problems recommended by Educational Program III, the existence of the Earth Studies Program within the General College should be noted, as well as the development of a self-paced, competency-based course in Human Ecology, to be offered regularly as an Interdisiplinary Studies course. The Wilderness Center, located within the College of Continuing Education, also provides courses and non-credit workshops which involve outdoor experiences and develop an awareness of nature and human relationships.

Several departments are also active in the area of environmental education. The Departments of Biology and Chemistry have plans to monitor air quality in western North Carolina and are working on curriculum options, career concentrations, and research which relate to the aims of this objective.

The Physics Department and the Department of Industrial Education and Technology are developing a new core concentration in the B.S. in Applied Physics program. This concentration, called Energy Alternatives, will consist of a group of existing Physics and IET courses which will provide technical skills that will be useful in a variety of energy-related careers. And, at the university level, ASU has joined with North Carolina Agricultural and Technical State University and UNC-Wilmington to form the Appropriate Technology Consortium. One aim of this consortium is to provide education throughout the state on environmentally sound energy technologies.

Both the English Department and the Department of Communication Arts expressed strong support for Educational Program IV, which calls upon ASU to make "a major commitment to elevate the level of communication skills and appreciation of the language arts." During June of 1981 members of the English Department participated in a CID-sponsored "Workshop In Composition." The purpose of the workshop was to allow full-time English Department faculty an opportunity to examine the ways they teach writing and to explore alternative methods.

Evidence of the sensitivity of the General College to changing academic needs, as called for in Educational Program V, can be found in its establishment of programs such as the Admissions Partnership Program, Upward Bound/Special Services, Earth Studies, and Watauga College. As a part of the General College, ASU's Center for Developmental Education, initiated with a grant from the W. K. Kellogg Foundation, is increasingly perceived by institutions, associations, and agencies across the nation as the principal source of information and training for persons concerned with developmental and remedial education at the postsecondary level. ASU's response to changing needs in the area of continuing education will be discussed with reference to Special Activities I.

The Development Office's support of the principle of developing endowments, as recommended in Financial Resources IV, is evident in the success of the "Appalachian Evergreen Campaign," the purpose of which is to increase the present endowment of the ASU Foundation to $10 million while still supporting ongoing programs. The campaign, now one year old, is on target and growing at its predicted rate.

Financial Resources V recommended that ASU seek to maintain appropriate enrollment levels. The Office of Academic Affairs reported, in this regard, that ASU is on schedule with plans to maintain its projected growth pattern at approximately 8,465 FTE regular session students by 1981-82 and to utilize the resources accruing to the university as a result of this growth to maintain its position of leadership in providing sound academic programs. Encouragement of excellence and diversity within the student body will be greatly assisted by the incremental increases planned to occur between 1980-81 and 1986-87 in the number and amount of General, Honors, and Graduate School Scholarships being offered in the University Scholarships Program. The amount of support for Honors Scholarships will rise from a level of $35,000 annually in 1980-81 to $140,000 by 1986-87; Graduate Scholarship support will increase during the same period from $7,200 to $35,000; and the level of General Financial Aid will go from $88,000 to $110,000. Funding for these scholarships is provided by the ASU Foundation.

With regard to future enrollment, one of the responsibilities of the recently established Resource Utilization Policy Advisory Committee (RUPAC) will be "to maintain a constant watch on the condition of Appalachian State University recruitment, enrollment, persistence/attrition...." The committee is to meet on a regular basis and will consider matters related to the development of a positive recruitment program.

Faculty I(A) calls for, among other things, increased support for faculty development activities. Evidence of the level of support provided by the Center for Instructional Development during 1980-81 comes from the CID's annual report. All 34 academic departments, as well as Belk Library and Interdisciplinary Studies, participated in CID activities in 1980-81. On an individual basis, one out of every three faculty members and administrators were active participants. The center sponsored 43 workshops, seminars, 12:10 Club meetings, and Writer's Corner events, and distributed $62,166 in May/June contract extensions for 114 faculty members and four graduate students in 25 separate projects. The Faculty Development Fund and CID budget provided support for 27 faculty members to attend training events, and eight faculty members received one-quarter released time for a semester to work on instructional projects. Moreover, 28 instructional resource persons were brought to campus for CID-sponsored events during the 1980-81 academic year. These figures not only suggest the present level of support for faculty development, but can be used as baseline data to evaluate progress throughout the decade.

Recruitment of minority faculty members, another strategy associated with Faculty I(A), continues to be a commitment of the Office of Academic Affairs. Efforts in support of the concept of Affirmative Action will be accelerated in order to increase the presence of minorities and women in positions at ASU.

The Ad Hoc Committee on the Status and Role of Part-Time Faculty is continuing its study of part-time faculty, as recommended in Faculty III(B). In the fall it plans to submit questionnaires on this matter to faculty members and departmental chairpersons and compare the data with information from other campuses.

Efforts to implement the strategies suggested for achievement of Faculty V(A) have been enhanced by the election of the outgoing Chairperson of ASU's Faculty Senate to the position of Chairperson of The University of North Carolina Faculty Assembly. At the same time, the review of university committees endorsed in Faculty V(C) is continuing through the efforts of the Committee on Committees of ASU's Faculty Senate.

The committee on retrenchment recommended in Faculty V(E) has been established and is known as the Resource Utilization Policy Advisory Committee (RUPAC). This standing committee is composed of elected and appointed members of the faculty, staff, administration, student body, and Board of Trustees, and is chaired by the Vice Chancellor for Academic Affairs. Its responsibilities are:

1. To maintain a constant watch on the condition of Appalachian State University recruitment, enrollment, persistence/attrition, and Legislative moves and trends, and to recommend to the Chancellor appropriate actions on any and all levels of the University to lessen the need for retrenchment and to assure a fair and open process.

2. To participate, if the Chancellor considers the potential for retrenchment to exist, in the decision that a condition of financial exigency does indeed exist or is imminent or that a retrenchment period is necessary, and that all reasonable alternatives to termination of appointments have been pursued.

3. To advise the Chancellor by recommending a plan for carrying out passive and active resource utilization policy in an open manner.

4. To report such a plan to the Faculty Senate prior to reporting to the Chancellor.

Although no specific steps have yet been taken within the library to develop the overall collection philosophy recommended in Library III, the Reference Department did formulate its own collection development policy this year. The basic objective of this effort was to define materials that would be most useful to the reference collection, to control the growth of the collection, and to develop a procedure for weeding the collection.

Progress in the utilization of computer technology within the library, an aim of Library VI, is also reflected in Belk Library's annual report. For example, the library can now provide computerized searches of data bases through DIALOG and, having been selected as a test library for the F.W. Faxon check-in system (LINX), has an on-line computerized system which can speed up the checking-in of periodicals, automatically identify and request missing issues, and provide information about titles located in other libraries. Plans for the future include refinement of the automation of the acquisitions process during 1981-82, expansion of the machine-assisted reference service, further development of the Faxon system, and greater use of the OCLC system. The Reference Department plans to sponsor a series of workshops for faculty to promote the use of data bases in the various disciplines.

The library has established an Automation Planning Committee, chaired by the Associate Librarian for Technical Services, who will be responsible for conducting and coordinating research and planning, compiling progress and research reports, and arranging on-site visits of applicable systems and in-house demonstrations. The purpose of the committee, which is composed of representatives of all operational units within the library, is to ensure that all appropriate aspects of internal operations receive attention in the research and planning phases and to ensure that the automated system(s) eventually implemented is the best possible for the university, the library, and library patrons.

Several studies of the library have recently been conducted, as recommended by Library VII. For example, a cost analysis study was undertaken comparing Faxon to the previously used manual system. A job audit of library personnel was conducted during the 1981 spring semester by the ASU Personnel Office and the Office of State Personnel. This audit, which enabled each employee to clarify his/her job responsibilities, is also relevant to the aims of Library IV and Library XI. Furthermore, a use survey of the periodicals collection is currently underway.

Library IX called for improved access to the library's microforms and government documents collections. With regard to government documents, the Reference Department hopes to be able to implement an automated index to the North Carolina documents collection in the near future. Access to the microforms collection has been improved by the library expansion, which has resulted in additional floor space, cabinet space, shelving space, and individual reading stations in the Microforms Room. Eight readers were purchased in 1980-81, bringing the number of microform readers available to 35, with four having print capabilities. The next priority item of the Microforms Room is the purchase of a second ultrafiche reader-printer.

Lack of film-cleaning capabilities continues to cause maintenance problems, but equipment repair and upkeep were reported to be greatly improved, both because of the high priority placed on routine cleaning and maintenance and the Microforms Room's physical proximity to the equipment repair area.

The need for greater staff assistance to users was recognized by the Director of the Instructional Materials Center, who assigned full-time responsibility for the Microforms Room to a staff member, thereby losing a position in the main I.M.C. area. It has also been suggested that several students be assigned to the Microforms Room for their entire work load in order to enable them to learn the collection and thereby better assist patrons.

Many of the strategies suggested for the achievement of Student Development Services I have already been implemented. For example, the addition of the Office of Residence Life to Student Affairs in January, 1981, significantly strengthened the Residence Life programs. This change resulted in a delineation of the responsibilities of the Student Affairs staff and the Business Affairs staff in administering the residence programs. Furthermore, four area coordinators joined the residence hall staff in July, 1981. Another organizational change which became effective on July 1 involved the relocation of the Office of Career Planning and Placement within the Division of Student Affairs.

In an effort to increase communication among Student Affairs staff, faculty, and students, a Student Affairs Advisory Board was constituted to advise the Vice Chancellor of concerns and needs and to give him guidance in the development of policies that will determine the direction and growth of Student Affairs. Other advisory councils have been established in the areas of Residence Life, Financial Aid, and Health Services, and more will probably be established in the future. These measures are supportive of both Student Development Services I and V.

Although the university-wide study of the advising and career counseling system recommended in Student Development Services II was not initiated in 1980-81, several relevant activities were begun. A joint sub-committee of the Faculty Senate and Academic Policies and Procedures Committee commenced a study of the advisement system. The General College developed a peer advising program to supplement the Faculty Advising Service. The College of Fine and Applied Arts sponsored a series of advising seminars and published a manual in an effort to strengthen departmental advising within the college. Several offices acquired computer terminals that would allow them to retrieve student data, thereby improving the efficiency of their advisement responsibilities.

Student Development Services III addressed the needs of the Counseling Center for better funding and staffing. Although neither of these aims was met, the center's physical environment was enormously enhanced by the move to the new facilities in the Student Support Services Building and the provision of new furnishings and audio-visual equipment. The Counseling Center is compiling data on the needs and attitudes of students at ASU relative to the functions of the center. The results will be used in planning services for the future.

As was indicated above, the advisory councils established within Student Affairs will help "to encourage fuller and more effective student involvement in institutional government," as recommended by Student Development Services V. Student Affairs also plans to develop, through the Office of Campus Programs, a strong leadership corps which can work with student organizations to advance each organization's respective purpose and to assist all campus leaders in promoting effective educational programs for their members.

A number of steps have been taken in support of the aims of Student Development Services VII. An advisory council for Financial Aid has been established, provision has been made for improved and enlarged facilities for the Financial Aid Office in Hagaman Hall, and Financial Aid is working with the Computer Center to develop a computer program for financial aid. As reported earlier in this chapter, additional general financial aid will be supplied by the ASU Foundation.

With reference to Physical Resources II, the Physical Plant reported that it is developing a ten-year improvement plan which will include a preventive maintenance program to avert major breakdowns of equipment. A more sophisticated system, utilizing computer hard/software, should be initiated in 1983-84, with personnel additions anticipated for 1985-86, permitting full implementation by 1988-89.

Numerous measures have been undertaken that are supportive of the energy conservation focus of Physical Resources III. Work is nearly completed on the campus coaxial cable system, which will support the energy management system's monitoring of energy consumption. Moreover, significant savings in fuel costs are anticipated as a result of the conversion of one boiler in the Central Steam Plant from oil to coal/wood fuel.

New building codes, providing for energy saving features, have been followed in the design and construction of ASU's four newest facilities and will be applied to future construction. Energy saving features adopted include thermopane glass, limited amounts of glass in the exterior envelope, insulated exterior walls, and special attention to insulation in roof construction. Roof replacements in older buildings now also include a specification that will greatly improve the U factor of the roof components of the envelope. In addition to these innovations, many other specific conservation measures have been taken by the Physical Plant during the past two years.

Several steps essential to the achievement of Physical Resources IV have already been taken. For example, installation of the campus-wide coaxial cable network is nearly completed. This system will eventually service energy management audio-visual resources, word processing, data transmission, vocal communications, and security and computer systems. The university is investigating a number of external telecommunications possibilities, including the establishment of slow-scan teleconferencing capabilities, a microwave link to Charlotte, and development of the capability to receive television signals directly from communications satellites. An agreement with the Appalachian Community Services Network whereby ASU would provide educational programming to the region is also under consideration.

Energy conservation measures in the area of transportation were recommended in Physical Resources VIII. In this regard, the university plans to continue the experimental campus transporation system during the summer and fall of 1981, after which it is hoped that the operation can be assumed by the Watauga County Transportation Authority. Compact vehicles are now purchased to replace full-size vehicles for the University Motor Pool. ASU is also cooperating with Watauga County in an alcohol fuel conversion project which will provide an alternate fuel for county vehicles.

ASU has already requested state approval and partial funding for an indoor recreational facility, a need addressed in Physical Resources IX. Funding has also been requested for completion of the balcony (indoor track) in Varsity Gymnasium. Since these two requests are ranked number three and four in their respective categories, they are unlikely to be approved this year. However, the needs they represent will continue to be included among future capital improvement priorities.

The annual reports of the College of Continuing Education and the Division of Community Services offered evidence of careful consideration of, and support for, the recommendations contained in Special Activities I. The College of Continuing Education indicated that it was prepared to develop and implement over a five-year period innovative and cost effective approaches to serve the educational needs of an expanding and diverse constituency. Specific plans included extensive development and use of telecommunications capabilities, greater use of the credit for prior learning model, and expanded on-campus continuing education programs to serve the growing and increasingly diverse population of Watauga County. The college also plans a reorganization during the 1981-82 academic year to decentralize program development efforts across the university to the dean and departmental levels, while centralizing administrative functions within the college.

In an effort to achieve increased efficiency, the Division of Community Services reported that it plans to initiate a streamlined registration process and improved procedures for receiving tuition and textbook monies for field-based courses. The division is also working with the Office of Computer and Management Services to devise a computerized mailing program to reach persons interested in ASU's extension courses.

Plans are now well underway for the renovation of the old Dougherty Library to provide an instructional facility to house various university collections related to the region, including Appalachian artifacts, the library's Appalachian Collection, and the Appalachian Studies Office. Although not specifically recommended by Special Activities IV, this facility is consistent with the spirit of that objective in that it will provide space for cultural activities related to the region.

The annual report of the Graduate School listed several activities which were related to the aims of Graduate Program II. For example, the Graduate School maintained a close liaison with Community Services, participated in studies to determine enrollment and employment trends, and continued its review of graduate programs.

In support of Graduate Program III, the Graduate School was able to report that fellowships have increased from $1500 to $2000 and scholarships from $600 to $1000 for 1981-82. The number of scholarships has increased from seven to ten. Assistantship stipends have been raised to at least $2400, an increase of $300 over the amount authorized for 1980-81. Efforts to increase the number of out-of-state tuition waivers for graduate students continue. Moreover, the Graduate School's long-range plans include the possibility of new programs, especially with an interdisciplinary approach. These plans are consistent with the recommendation contained in Graduate Program IV.

It is a primary goal of the Office of Academic Affairs to continue to increase its efforts in support of research, not at the expense of ASU's long-standing commitment to excellence in teaching, but rather in addition to that continuing commitment. Efforts undertaken by Academic Affairs during 1980-81 are described in the Stage Two report on Research (Volume I, pp. 163-169), and include funds made available through the Graduate School and University Research Committee, contract extensions issued to eight faculty members to engage in summer research projects, and an increase in the Faculty Development Fund from ASU Endowment Fund sources to pay tuition or conference fees for faculty members attending workshops or conferences focusing on teaching or research skills, leadership training, or new skills within an academic discipline. All of these measures are indicative of support for the aims of Research II.

In addition to its support of research by means of the grants recommended by the University Research Committee, the Graduate School has placed emphasis on securing teaching or research graduate assistants, while reducing the number of graduate students classified as "service assistants." With the assistance of the ASU Foundation, the Cratis D. Williams Thesis Award has been raised from one at $50 to two awards at $500 and $300. Moreover, for the first time, the Graduate School was able to give an award of $50 to a graduate student to assist with his research.

The Graduate School's plans for the future include, as the first priority, increased emphasis on research. Strategies to achieve this goal include:

1. to develop with the University Research Committee's assistance new and better ways to utilize the existing limited funds for research (1981-82);
2. to initiate publication of "Research News" which will inform faculty and others of research projects underway, include feature articles, and report on activities of the Research Committee (1981-82);
3. to provide, on a one-semester trial basis, van service to the research library at UNC-Chapel Hill for faculty and graduate students one day a week. A major user of the service will be the Belk Library for inter-library loan materials, film exchange, and utilizing materials as needed from the courier service which now exists among Duke University, UNC-CH, and N.C. State University (Sept., 1981);
4. to establish an award for the graduate faculty member who makes an outstanding contribution to his/her discipline (1982 or 1983);
5. to continue and enhance graduate student research through awards, travel assistance, and participation in professional meetings (1981-82);
6. to develop a comprehensive graduate assistant evaluation for those students designated as Research Assistants to determine the quality and depth of their experience (1981-82).

In its plans for the future, the College of Business has also placed support for research at the top of its list of goals. Specifically, it seeks to improve the level of research in the College of Business by encouraging greater faculty involvement. This will include greater availability of research support and continued emphasis on research at the departmental level. The college will also attempt to maintain a nine-hour teaching load for those faculty engaged in graduate level teaching and research.

Undoubtedly there are other measures being undertaken at various levels of the institution which are related to the recommended objectives, but which were not cited in the annual reports. However, the number of activities reported is indicative of the support for the objectives and of the pace at which implementation can be expected to proceed.

CHAPTER SIX

SUMMARY REFLECTIONS

Given the nontraditional nature and complexity of the self-study model which Appalachian State University adopted, it is natural at its conclusion to ask how well the process worked. Although this judgment will ultimately be rendered by the Southern Association's Visiting Committee, those who have been intimately involved in this long process cannot avoid the temptation to reflect a bit on the experience.

In essence, the self-study model (see Figure 1, p. 2) called for an examination of ASU's internal and external environments and, with careful attention to the character, purpose, and mission of the institution, the formulation of plans which would enable it to respond responsibly and creatively to the needs and opportunities indicated. One might then ask whether, in fact, the objectives formulated reflect the insights which were produced by this systematic approach.

1. The Internal Environment

A sector-by-sector analysis of the internal environment was attempted in Stage Two. As a result of this process, certain needs or deficiencies were identified within the various institutional sectors and were addressed in objectives formulated in Stage Seven. For example, the Stage Two Purpose report revealed the lack of any specific procedure for regular review and revision of the statement of purpose and resulted in an appropriate objective. Although no specific problems were indicated in the Organization and Administration report, possible organizational problems were suggested by the reports on two other sectors, Student Development Services and Research, and were addressed in separate objectives.

The Educational Program report spoke of a decline in study abroad programs caused by escalating travel costs and called for alternative approaches to international studies. A Special Activities objective attempted to respond to this need. Problems of deferred maintenance and inadequate staffing of the physical plant area were mentioned in both the Financial Resources and Physical Resources reports and resulted in a Physical Resources objective.

The Faculty report referred to the failure of salaries to keep pace with inflation and the need for additional support for such necessities as faculty development, travel, and research. The response to these traditional concerns can be found in the many strategies suggested for achievement of Faculty Objective I(A).

The major requirements of the Belk Library proved to be substantially increased support for books and other materials, additional professional staff with specialized skills, and improved access to microforms. These needs produced several Library objectives.

When preparing the Stage Two reports, the committees were not certain where to place the discussion of advising and career counseling at ASU, because these tasks are handled by a number of offices in three different sectors. This confusion, in itself, was suggestive of the need for better coordination, which was addressed in a Student Development Services objective. Other Student Development Services objectives attempted to respond to needs identified in the Counseling Center, the student judiciary system, and in student participation in institutional government.

The need for improved facilities for the performing arts and other cultural activities emerged from a study of the Special Activities sector. Relations between the Center for Continuing Education and the university community also came under scrutiny and resulted in an objective.

A study of the amounts of money provided by graduate assistantships and scholarships indicated a definite need for additional funding. The difficulty in collecting accurate and meaningful statistics on faculty research and publications offered further evidence of the need for better coordination of responsibility for this important activity. And both the Faculty and Research reports called for increased support for research. All of these concerns were addressed in appropriate Graduate Program and Research objectives.

2. The External Environment

One rather unique feature of ASU's self-study model was that it did not concentrate solely on internal needs. Rather, it sought to project the external environment of the 1980s and to analyze its potential impact on the internal operations of the institution. Consequently, many objectives were formulated in response to needs or opportunities suggested by societal trends that were projected for the 13 societal areas examined in Stage Three/Four.

Without a doubt, the Economy report's projections of continued inflation and reduced government spending produced or influenced the largest number of objectives. Four of the five Financial Resources objectives recommended policies that would enable the institution to get by in a period of limited resources -- by reexamining financial priorities, conserving and reallocating resources, and placing increased emphasis on developing endowments. A Physical Resources objective sought to effect savings by more efficient management techniques in the physical plant area. And one Faculty objective called for the creation of a representative committee that would be prepared to act in an advisory capacity in the event of retrenchment.

Library objectives not only recognized the need for additional funding because of inflation, but also recommended ways in which library resources could be utilized more efficiently by means of ongoing studies and development of a collection philosophy. An Educational Program objective also responded to the need to address frankly the costs of any new programs proposed. Finally, a Student Development Services objective noted the greater need for the services of the Financial Aid Office that would result from reduced government aid to students.

The Energy report drew attention to other problems closely allied to economic constraints -- escalating energy costs and insecurity of energy supplies. Recognition of these constraints produced two energy-related Physical Resources objectives, as well as a Special Activities objective that called for ingenuity in dealing with the energy costs associated with extension instruction.

Both the state of the economy and the revolt against high taxes and government spending have produced a trend noted in the Institutions and Government report, namely, increased demands for accountability. Two Purpose objectives addressed this trend as it relates to ASU's statements of purpose and mission and the conformity of new programs to these statements. Moreover, several of the objectives directed toward more careful use of existing resources reflected a heightened awareness of the need for accountability.

The demographic projections of the Population report also influenced several objectives. Basic to any thinking about higher education in the 1980s are the census figures which indicate a substantial decline in the 18 to 22-year-old population cohort for the 1980s. This suggests a potentially sharp drop in college enrollments, with a whole chain of consequences. Although Appalachian State University has not yet been affected by this trend, a Financial Resources objective, noting the relationship between enrollments and state funding, called for increased attention to enrollment maintenance. Retention of students is also an important factor in enrollments and would be assisted by the improved academic advisement and career counseling sought in one of the Student Development Services objectives.

Both the fiscal climate and projections of limited growth (or perhaps even a decline) in enrollments have implications for ASU's faculty and staff, and two objectives addressed the need for concern for morale, opportunities for growth, and fringe benefits in the face of potentially inadequate salary increases and limited opportunities for mobility. The prospect of a more stable and older faculty also resulted in a Faculty objective calling for increased opportunities for faculty development. Limited funding and an oversupply of potential faculty members also suggested the possibility of increased reliance upon part-time faculty, a concern addressed in still another Faculty objective.

The silver lining held out by many in these gloomy demographic projections is the growth of a nontraditional college population -- women, older students seeking a career change, lifelong learners, senior citizens, etc. Objectives for the Educational Program, Graduate Program, and Special Activities sectors recommended that ASU remain alert to the potential needs of this nontraditional constituency and plan creative ways in which to serve it. As the Human Settlements report suggested, the region served by ASU is rather unique in its rural quality, but may continue to attract new residents precisely because of this quality.

Consciousness of rapid changes in science and technology was reflected in a number of objectives. One Library objective called for increased use of computer technology in the interest of greater efficiency and long-range cost benefits. A Physical Resources objective called for continued development of the application of telecommunications to all facets of the university's operations, and a few objectives looked forward to the future role of telecommunications in instructional programs. Finally, an Educational Program objective, reacting to the importance of environmental issues and the apparent willingness of the public to sacrifice the environment to economic realities, proposed increased emphasis in the curriculum upon environmental issues, along with broadened emphasis upon quantitative skills and their technological applications. The aim was "to educate for a socially and humanistically responsible science and technology and for scientifically and technologically sensitive humanists."

The projections of societal trends in the Science and Technology, Lifestyles, and Work reports all pointed to the need for greater attention to academic advising and career counseling, as students seek to keep abreast of rapid shifts in occupational demands or exercise their freedom to make career changes. The Lifestyles report also predicted that during the 1980s there would be among those employed a heightened concern for personal satisfaction and development. This expectation contributed to the formulation of an Organization and Administration objective devoted to the need to continue opportunities for faculty and staff development and counseling services, as well as child care facilities to accommodate the growing number of women returning to work or school.

The report on Goals noted the rising trend in litigation, a concern addressed in a Faculty objective. The report also predicted that economic values would take precedence over egalitarian values in the 1980s. This prediction of a decline in support for affirmative action was echoed in the report on Equality and is an example of the kind of societal trend which ASU feels obliged to resist. Consequently, one of the strategies attached to the Faculty objective calling for maintenance of "a quality faculty with varied talents and backgrounds" was that ASU persist in its efforts to recruit minority faculty members.

The conviction that a liberal education ought to include a consideration of values and ethics was reflected in the Educational Program objective that recommended "continuous engagement, among students and faculty, in critical exploration of values and ethics as these relate to both individual and social dimensions of life." Another responsibility of a university, highlighted by the Equality report's discussion of the decline in educational standards in response to pressures against "elitism" and by the Institutions and Government report's stress on accountability, is to strive to maintain its standards in the face of societal pressures. The Educational Program objective calling upon ASU to "make a major commitment to elevate the level of communication skills and appreciation of the language arts" might be read in this context.

Finally, two reports predicted that Americans in the 1980s would have to be better prepared to understand and interact with other cultures. With respect to the world community, the Global Affairs report predicted continued international instability in a world increasingly resistant to United States influence. At the same time, the Lifestyles report predicted that ethnic minorities would constitute a growing proportion of the U.S. population. Recognizing ASU's obligation to prepare its students to live and work in this world, two objectives addressed the need for greater opportunities for international studies and contacts, as well as for greater attention in the curriculum to cultural diversity in American society.

Although it is possible, as has been done here for purposes of analysis, to identify some objectives as clearly responsive to internal imperatives and others as more responsive to external trends, in fact almost all objectives reflect the combined influence of internal and external factors. For example, in many instances recognition of internal deficiencies was influenced both by the institution's natural desire to improve its programs and services and by its awareness of external forces such as increased emphasis upon accountability and growing public need for certain programs or services. Moreover, the realization of external economic constraints permeated the strategies suggested for achievement of all objectives. Likewise, those objectives which attempted to respond more directly to external needs or opportunities did so with an awareness of the institution's internal capabilities, as well as of its values, purpose, and mission. Thus it would seem that use of the "Futures Creating Paradigm" heightened ASU's sensitivity to its external environment and resulted in objectives which responded to external trends in terms of the institution's internal resources and its basic purpose and mission.

3. The Evaluation and Review Process

For evidence of how effective the evaluative stages of the self-study process were, one must turn to the description of the Stage Thirteen review process contained in this volume. A comparison of the objectives as formulated in Stage Seven with the revised objectives that emerged in Stage Thirteen should give some indication of the impact of the evaluations contained in Stages Eight through Twelve. Although many considerations were involved in the revisions adopted, a major factor was clearly the economic climate which was, if anything, less promising than when the objectives were originally formulated. Acutely aware of the prospect of reduced government spending for education, the Steering Committee in Stage Thirteen sought time and again to adopt strategies that would allow an objective to be achieved without a large infusion of money. Thus fiscal constraints often required resourcefulness and creativity in devising strategies and sometimes resulted in objectives that were reduced in scope from the original versions.

Although the Stage Thirteen review process should have resulted in objectives characterized by greater clarity, directness, and feasibility, it must be reaffirmed that effective long-range planning requires a continuous process of review and reevaluation. Consequently, the final recommendations of the Steering Committee should be viewed as providing the materials for a continuing planning process, rather than as constituting a rigid plan that must be followed under any circumstances.

Completion of this nontraditional self-study has required the participation of ASU faculty, administration, staff, and students for a period of two and one-half years. During that time, individuals from all sectors of the university have come together in small groups to examine the institution's strengths and weaknesses, to speculate about its future, and to participate in the formulation of plans for that future. Planning for a future characterized by continuous change is an activity fraught with uncertainty. However, it was undertaken in the belief that the process of thinking systematically about the institution's role in the future and of contemplating alternative strategies for achievement of its goals and objectives was the best way to prepare Appalachian State University to confront the challenges facing higher education in the 1980s.